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ABSTRACT

One section of a spring 1979 Systems and Procedures Exchange Center (SPEC) survey on communication in Association of Research Libraries (ARL) institutions examined how members exchange information with external groups including the university administration, faculty, users, support groups, other libraries, and the profession in general. According to the 68 respondents, most external communication focuses on three concerns: obtaining support for library programs and services from university administrators and legislators, fostering effective use of the library, and promoting the community's awareness and support of the library's resources. The kit comprises: (1) statistical results of the section of the SPEC survey on external communications; (2) relevant policies, procedures, and recommendations from University of Rochester, University of Massachusetts-Amherst, Temple University, and the Center for Research Libraries; (3) examples of communication with university administration and faculty committees from Brown University, Michigan State University, and Pennsylvania State University; (4) examples of library programs and newsletters from University of Pennsylvania, University of California-Berkeley, University of Wisconsin-Madison, Michigan State University, and Florida State University; (5) faculty-staff questionnaires from Syracuse University, Brown University, and Florida State University; and (6) examples of communication with library users, including minutes from a Pennsylvania State University student library advisory committee; examples of publications from University of Wisconsin, Northwestern University, Duke University, and University of Pennsylvania; and user surveys from Northwestern University, Washington University, Queen's University, Syracuse University, Iowa State University, and Massachusetts Institute of Technology. (THC)

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External Communication

Kit 56

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EXTERNAL COMMUNICATION IN ARL LIBRARIES

While academic libraries may not have developed as formal a public relations program as other non-profit organizations, they nevertheless are using communication with external groups and individuals as a way of gaining support for library goals and programs. One section of the Spring 1979 SPEC Survey on Communication examined how ARL libraries exchange information with external groups including the university administration, faculty, users, support groups, other libraries, and the profession in general. While all respondents (N = 68) indicate involvment in many external communication activities, most report they do not have policies, guidelines, or procedures concerning those activities. Most external communication focuses on three concerns: obtaining support for library programs and services from university administration and legislators, fostering effective use of the library, and promoting the community's awareness and support of the library's resources. At the same time, many communication efforts are concerned with determining the needs and expectations of external groups as they relate to library operations.

OBTAINING ORGANIZATIONAL SUPPORT. Respondents use a combination of public relations efforts and informative materials to communicate with those who have influence concerning resource allocation and policy-making for the library. Public relations efforts that aim at increasing visibility and credibility of the library include professionally prepared reports and brochures and special events for university officials and local, regional, and state legislators. In addition, many libraries provide an ongoing understanding of their operations and activities through newsletters, meetings of campus-wide committees, distribution of explanatory reports, or individual communications among library and campus offices.

The most widely used communication channel with university administration is the participation of the library director on a Dean's Council and other university committees. Other top library management staff involvement tends to be more informal and dependent upon individual administrative styles. While some libraries cite such individual, informal channels as being the most effective, others look upon them as a weakness because of constant shifting of administrative personnel. Narrative responses of 15 libraries show that 10 of them believe their relationship with university administration is good or greatly improving, while 5 cite problems, mainly in the area of budgetary support.

FOSTERING LIBRARY USE. Joint library-university committees are the most-often-cited method of communication with instructional and research faculty, although many respondents note they rely on informal personal interactions: Faculty who require more attention receive it, and the level of communication varies depending upon the department and the individuals. A need frequently expressed by respondents is to communicate library news to all faculty, rather than just the few who serve on committees. Some respondents are seeking to involve more library faculty in campus-wide faculty committees. Others encourage library staff to attend faculty meetings to explain new programs, and still others hold open meetings to explain library activities or answer faculty questions. Articles in campus publications are used by 2/3 of the respondents, while faculty newsletters, regular instructional programs, a staff liaison position, or distribution of annual reports are cited by about 1/3 of the responding libraries as vehicles for communicating with faculty.

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All libraries have developed on-site materials that foster effective library use and educate or orient users such as handbooks and information sheets, exhibits and displays, and library use instruction programs. Approximately half the respondents indicate they use either a library user newsletter, university publications, audio-visual media, suggestion boxes, or classroom instruction programs. A unified sign system has been developed in 37 of the libraries, while 16 indicate they have recently developed user surveys or feedback forms. Libraries report less success in their attempts to use campus and student publications. Unifying and centralizing user education activities, improving user feedback devices, and increasing the number of students who actually use the library are mentioned by a number of libraries as current needs. (See also Kit 17 on Library Use Instruction.)

PROMOTING AWARENESS AND INTEREST. Communication with external support groups is geared toward attracting gifts and donors, encouraging public support, and securing greater recognition of the library's resources and capabilities. Alumni and friends groups are contacted most often through special events such as tours, open houses, and exhibits. Nearly half of the libraries issue a regular publication geared for such groups, while individual staff positions or committees are used for communication by 1/4 of the respondents. Many libraries note they take a personal approach to such groups, and in a few cases, the funding of a special full or half time position has resulted in increases in gifts and library visibility. (See also Kit 6 on Friends of the Library.) It appears as though an increasing number of libraries are either developing or strengthening support groups. Of 15 libraries that discussed this issue, two are satisfied with their present arrangements, while 13 are seeking to improve communication.

At a time when academic libraries are experiencing rapid changes in their operations and technology, communication with other libraries and the profession in order to keep up-to-date, exchange ideas, and plan cooperatively is increasing in importance. A large number of libraries accomplish these goals by supporting staff attendance and presentations at professional meetings, staff publication of articles, and visitations to other libraries, and virtually all libraries indicate they are members of a cooperative system.

TRENDS AND ISSUES. The effectiveness of external communication efforts can be determined by the library's success in obtaining a wider understanding of the library's goals and programs, in achieving more resources and support for programs, and in gaining recognition of the library as a vital part of the university or parent organization.

While most libraries are communicating in a number of ways with many types of external groups and individuals, there is a need to develop a stronger sense of the importance and value of communication and public relations. A library-wide strategy can link communication goals, and methods to specific target groups, and can integrate, and coordinate the variety of external communication activities.

Kit 56 (July-August 1979, 99 pages) contains statistical results of the SPEC survey on external communication, 4 documents concerning policies, procedures, and recommendations, 12 examples of communication within university administration and faculty, and 11 examples of communication with library users. Two previous kits deal with Internal Communication — #54 on Library-Wide Policies and Procedures and #55 on Staff and Supervisory Roles. Other documents and examples of internal and external communication are available for loan to ARL members and SPEC subscribers. SPEC Kits are available by subscription from the Systems and Procedures Exchange Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, D.C., 20036. Individual kits may be purchased — prepaid only — for $15.00 (U.S.) plus a $2.00 per order handling charge, with checks made payable to "ARL Office of Management Studies." SPEC subscribers and ARL members receive kits for half price.

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EXTERNAL COMMUNICATION IN ARL LIBRARIES
KIT #56 JULY-AUGUST 1979

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SPEC SURVEY ON COMMUNICATION

EXTERNAL COMMUNICATION

1. Has the library developed written policies, guidelines, procedures, or other statements concerning communication with any of the following groups: users, university administration, faculty, students, friends of the library, alumni, other libraries and the profession, the general community, etc.

15 YES
44 NO

IF YES, PLEASE ENCLOSE ONE COPY OF ALL STATEMENTS

2. Does the library regularly cooperate with campus offices in communicating with groups and individuals outside the library?

48 YES
7 NO

If YES, please indicate which offices.

47 Campus public information office
36 Campus publication office
40 Campus development office
19 Other (please specify) student newspaper 3
alumni association 3

3. Which of the following channels is the library currently using to communicate with users? (Check all applicable.)

32 Newsletter or other regular publication. (Please enclose a sample.)
51 Library use instruction program within library.
42 Library use instruction programs in classrooms
43 Bulletin board
32 Audio-visual media
37 Suggestion box
16 Printed forms requesting user feedback available in library
54 Exhibits and displays
37 Unified sign system throughout library
60 Printed materials such as library handbook, information sheets
41 University publications
18 Other (please specify) _____

4. Has the library conducted a user survey/poll within the last 12 months?

18 YES
42 NO

IF YES, PLEASE ENCLOSE A COPY OF THE SURVEY AND ITS RESULTS

6. Which of the following communication channels has the library developed to inform the university of the library's situation, to promote support of the library, and to provide information for planning and funding activities?

48 Distribution of annual reports to university administration
12 Production of newsletter, bulletin, or other publication geared for university administration
46 Articles in campus publications
7 Individual staff position with responsibility for ongoing communication
5 full-time
5 part-time
36 Special events such as open house, exhibit, tour
3 Survey or poll of university administration
53 Participation of director or other library staff member on university planning committee, dean's council, etc.
33 Campus development office
18 Other (please specify) various committees 5, meetings, studies

PLEASE ENCLOSE SUPPORTING DOCUMENTS

8. Which of the following formal communication channels is the library using to communicate with faculty members regarding the library's role in instructional and research programs.

26 Distribution of library newsletter to faculty
42 Articles in campus publications
18 Distribution of director's annual report to faculty
21 Use of individual staff position(s) with responsibility for communication
20 Instructional programs for faculty
44 Joint library-faculty committee
12 Faculty polls or surveys
17 Other (please specify) various committees 7, personal

PLEASE ENCLOSE SUPPORTING DOCUMENTS

10. Which of the following does the library use to communicate with alumni, friends of the library and other external groups for funding and support purposes? (Check as many as applicable.)

30 Newsletter or other regular publication about the library
39 Special events (tours, open houses, exhibits)
31 Specially-designed brochure or publication
17 Use of group/committee
16 Individual staff position
- Surveys or polls
10 Other (please specify) alumni publications 3, development office 3

PLEASE ENCLOSE SAMPLES OF PUBLICATIONS, COMMITTEE CHARGE, POSITION DESCRIPTION, SURVEY, POLL, ETC.

12. Which of the following does the library use to communicate with other libraries and the profession in general?

32 Distribution of press releases
30 Distribution of newsletters
61 Support of staff attendance at professional meetings
44 Support of staff publications such as articles in journals
52 Support of staff speeches/presentations at professional meetings
58 Membership in library cooperative systems
10 Other (please specify) distribution of annual report 3

PLEASE ENCLOSE SUPPORTING DOCUMENTS

13. Which of the following does the library use to inform staff of major developments in librarianship (e.g., closing the card catalog, development of National Periodicals Center, etc.)? (Check as many as applicable.)

37 Staff newsletter
56 Staff attendance at professional meetings
48 Staff visitations to other libraries
47 Circulation of published articles to staff members
40 Programs at staff meetings
21 Other (please specify) visiting scholars 3, journal routing 4, workshops 5

PLEASE ENCLOSE SUPPORTING DOCUMENTS

POLICIES, PROCEDURES AND RECOMMENDATIONS

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Mechanisms to Encourage User Commentary

Information on user needs and expectations can be obtained most consistently through formal mechanisms meant to encourage users to comment on the Library. Information exchange between the Library and Library users can also be facilitiated and made more effective if there is a regular procedure for responding to user commentary. At present, there are few formal mechanisms to encourage widespread user comment on the Library and its operations. According to Library administrators and staff, comments that are secured are generally made by individuals on an ad hoc basis, and usually constitute a complaint or compliment, to which response is also made on an individual basis. Other potential channels for user comment, such as the Director's contacts with the Arts and Science faculty, or with chairmen of academic departments, have reportedly been fairly ineffective for this purpose. The Faculty Library Committee reports directly to the President of the University and is charged primarily with responding to general planning issues.

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[11] MRAP Environmental Analysis survey.

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Users and Access to Library Services and Collections

Efforts to instruct users about Library services and collections, and access to them, are made primarily through individual user contacts with the Library staff, although some efforts are made to reach users as a group. New users are familiarized with the Library and its services through University- and Library-conducted orientation tours. The Reference Department also makes available to users written guides to the Library, such as the Library Handbook and a Walkaround Tour Guide. A number of Library department heads indicate that accession lists for their areas are available. Some indicate that there are guides to their areas, while two are planning to make such guides available. Subject bibliographers and staff in the Reference Department and in departmental libraries are especially charged with interpreting Library collections and services to users. Personalized instruction is conducted on an individual basis at the Reference Department's Information Desk and in other public service areas, while some subject bibliographers indicate that they give formalized class instruction on Library use, services, and collections. A few subject bibliographers specifically report initiating contact with new faculty members in order to acquaint them with the Library.

Other Formal Means of Communication with the University Community

There is presently no publication devoted to Library operations and programs, which successfully communicates a substantial amount of this information to the University community. Present Library publications could fill this void, but do not do so at this time.

The Library Bulletin, which now is edited and published in conjunction with the Friends of the Library, has traditionally been devoted to bibliophilic themes rather than explicitly to Library programs and operations. It has not been very widely distributed to the University community.

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In-house newsletters, such as Rochester Librarian and Staff Notes are possible vehicles for conveying information to the University, but each has its own drawbacks. Issued by the Assistant Director of Libraries, Rochester Librarian (formerly For Your Information) has been published twice, the last issue appearing in September 1973. This organ has been widely recognized internally as a useful source of official Library information. Library administrators indicate, however, that there is at present no effective mechanism for gathering operational information for this newsletter. They agree that it should be issued more frequently, perhaps even once or twice a month. No policy on the format, content, or audience for this newsletter has as yet been established. Staff Notes, a publication of the University of Rochester Library Staff Association, is usually issued at regular intervals but essentially consists of some Library news and chatty tidbits directed at Association members, although it is currently being distributed to all Library staff. Coverage of Library programs and operations varies and is inconsistent over a period of time. Staff Notes has no official information input from Library administration.

According to the Assistant Director of Libraries, there is little difficulty in obtaining space for Library news in University publications, such as the Campus Times, the University Record, and Currents. While some information on the Library does indeed appear in these publications from time to time, its appearance is erratic and cannot be said to constitute on-going reporting of Library events.

Summary

Communications between the Library and its staff and the University community should be effective. Communication between Library and University

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administrators appears to be generally satisfactory, if informal. Communication between the Library and the University community as a whole, particularly between the Library and its users, is not as effective as it should be. Administrators, supervisors, and staff report discussions with individuals. There are some contacts with groups of Library users for orientation and instructional purposes. No concerted effort appears to be made by the Library or the majority of its staff to reach out to the University community. There is at present no official, in-house publication devoted to frequent and consistent reporting of Library operations, programs, and services which is distributed widely to that community. There are few formal mechanisms to elicit comment from users designed to obtain information on their needs and expectations consistently, nor is there a regular procedure for responding to the user comment that is received. Therefore, the Library and its staff know relatively little, in many cases, about the people to whom service is directed and, consequently, little about the usefulness of Library services provided to users. Because of this, too, the University community generally remains significantly uninformed about the Library.

CONCLUSION

The organizational structure of the Library provides a framework for vertical communication. Communication along the lines of organization and laterally among staff can be expedited by formal mechanisms such as conferences, meetings, memos, and reports. If these are absent, or if they are imperfect, communication is not effective and flow of information becomes erratic or one-way, or is entirely interrupted. When formal

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mechanisms do not provide for effective communication, informality of communication increases and the importance of people-to-people contacts grows. Because exchange of information under these circumstances is primarily verbal, the possibility of misinterpretation of information arises. In the absence of extensive written communication, this may be aggravated by the impossibility of referring to documentation for verification of information.

In the Library, communication is used by all, understood by some, and effectively employed by few. It is true that this is sometimes the result of a lack of formal mechanisms or defects in existing ones. It is also true that communication in the Library, by virtue of small staff size, lack of extensive written communications, and individual preference, can be characterized as rather informal. At the same time, it is evident that much of the ineffectiveness of communication must be attributed to individual under-utilization or misuse of communication and communicative mechanisms. Staff lack training in communication skills. Perceptions of opportunity to communicate vary, as do active efforts to solicit communication. Few recognize communication as a primary responsibility. Few work consciously at communicating.

Communication between Library and University administrators appears to be generally satisfactory. Library contacts with the University community and with Library users suffer from the absence of formal mechanisms to maximize effective communication, however. The Library does not widely publicize its operations and programs to the University community, nor does it receive much feedback from users about these, or about user needs and expectations.

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It would not be particularly appropriate to propose a more rigid scheme to regularize Library communication. The Library staff is fairly small, and the avowed preference of individuals is for informality in communication. Moreover, communication in the Library proceeds with relative overall success, despite some obstacles provided by the absence or defects of formal mechanisms, and despite underdeveloped individual initiative. Therefore, some areas have been identified in which the need for establishment or strengthening of formal mechanisms seems to be acute. More extensive use of written communications has been suggested. Emphasis has also been given to the vital role that all staff play in making communication effective.

RECOMMENDATIONS

The Task Force on Communications wishes to endorse in principle recommendations made to date by other MRAP Task Forces which have emerged in recognition of the need to render internal and external Library communication more effective.

1. <u>Library staff members should determine their own informational needs within the framework of established guidelines for communication</u>.

   A. Guidelines for Library communication should be drafted and distributed to all staff. They should include policies on disclosure and distribution of information received from the University and information generated internally.

   B. A central location with freedom of access should be set aside to house information necessary to staff members, or

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of potential interest to them.

II. More effective communication is necessary in the Library.

A. All staff should recognize communication as a primary responsibility.

B. All staff should be actively encouraged to communicate. Feedback should be given promptly to communications.

C. All staff should direct more conscious effort toward communication, and toward the need to communicate effectively.

D. All staff should be encouraged to acquire formal training in communication skills.

E. Instruction in communication skills should be made an integral part of in-house training efforts.

F. Written communications should be used more extensively in the Library and its units to document policy and procedure, and the changes therein.

III. Mechanisms for internal communication should be established.

A. Written objectives and goals should be drafted for the Library. These should be consistent with University objectives and goals, and should be made known to all staff.

B. Written objectives and goals should be drafted for all Library units. These should be consistent with Library objectives and goals, and should be made known to all staff.

C. The Library and all units of the Library should develop handbooks of policy and procedure, and training aids where applicable. These should be publicized and made accessible to all staff, and provision should be made for regular review and revision of them.

D. Guides should be written outlining the major operations and programs of all Library units. These should be publicized and made accessible to all staff. They should be regularly reviewed and revised.

E. An orientation program should be established to acquaint new Library staff with the operations and programs, as well as the physical layout, of the Library.

F. A publication conveying information on Library operations, programs, and services should be issued at frequent and regular intervals by Library administration. To expedite this, policy should be written to outline format, content and audience for this publication. A mechanism should be established for gathering information necessary for its publication.

G. General meetings of all Library staff should be held at least once a year.

H. Meetings should be held for staff and units having common interests or tasks.

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IV. Existing mechanisms for internal communication should be made more effective.

A. Meetings of department heads should be held regularly and frequently.

B. Minutes of Department Heads' and divisional meetings should be descriptive of the proceedings of those meetings, and should be circulated among all supervisors and staff as soon as possible after the meetings are held.

C. Supervisors should hold regular and frequent unit meetings.

D. Provision should be made for participation of all levels of staff in the activities of committees and working groups.

E. The Library's annual report should be circulated to all staff.

F. Summaries of the activities of committees and working groups should be included in the Library's annual report.

G. Departmental and sectional annual reports should be distributed to all supervisors, and circulated by them to all staff.

V. More effective communication between the Library and the University community should be established.

A. Formal mechanisms are needed to insure the flow of University-related information into the Library in a complete, consistent and systematic way. A central location should be set aside to house this information.

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B. A formal mechanism should be established to insure receipt by the Library of on-going user commentary on the Library and its services, and on user needs and expectations. A regular procedure for responding to user commentary should also be established.

C. Guides should be written outlining the major programs and operations of all public service areas of the Library. These should be publicized and made widely available to Library users. These guides should be regularly reviewed and revised.

D. A publication conveying timely information on Library operations, programs, and services should be issued at frequent and regular intervals by Library administration, and should be widely distributed to members of the University community.

E. The Library should make maximum use of existing University publications in order to publicize its activities and services.

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RELATIONSHIPS WITH THE PUBLIC

Needs of users

The Library should establish a mechanism to identify campus needs; this may be done by an individual or a committee. (Organization)

The Library should identify and provide access to the various information sources on campus. (Organization)

The lobby information desk should be staffed. (Organization)

An information center should be created in the elevator lobby on the entrance and main levels, with glass enclosed bulletin boards. (General Mangement)

Public Relations

A better location should be found for the "Suggestion Box" and a less negative format for responses should be designed. (General Management)

The Director should consider assigning the coordination of all Library public relations to one person. (General Management)

The Library administration should consider ways of publicizing the costly infringements of rules, vandalization, etc., to the public. (General Management)

The Library should announce the recommendations of the Faculty Senate Library Committee more widely to users and staff. (General Management)

Continued efforts to utilize the Collegian for publicity should be made. (General Management)

CHAPTER XI

GENERAL MANAGEMENT

INTRODUCTION

The General Management Task Force was charged with examining and evaluating current Library practices relating to communications, public relations, and executive direction and coordination. Communications, both external and internal dominated the inquiry; we gathered from the interview notes and responses to the Needs Assessment Surveys that this is the area which needs almost constant attention and improvement. To a large extend communications are a by-product of management styles, and are a key ingredient of effective work coordination. Since the development of management skills is being studied by the Personnel Task Force and the Leadership and Supervision Task Force, the General Management Task Force did not suggest any reorientation of managers; instead we have tried to describe the overall patterns which emerged from the various sources, and to suggest ways that the different existing management styles could be modified or supplemented by improved communications techniques.

The Library's main building places some serious constraints on graphic communications, and in many cases no solution short of major remodelling could be found. Other problems are due to the scattering of work areas and a lack of sufficient staff to cover all of the possible service points. The Library's communications with the campus appear to be less than consistent, which makes good public relations difficult. The tapering off of growth of the University provides both a need and an opportunity for closer consideration of operational problems, among them communications and more effective use of existing resources.

LIBRARY COMMUNICATIONS

The Library currently employs a variety of methods for communicating with the various groups which make up the University community, including direct communication with individuals, departments and units. Its public relations efforts are complicated by the fact that existing lines of communication serving the primary groups (students, faculty, and staff) are unequal both in terms of quality and quantity. Clearly, careful planning, coordination and review of all public relations activities is essential if effective communications between groups are to result.

The remarks found below about existing formal means of communication are intended to illustrate the following needs: (1) the need to describe the lines and extent of the communications system as it exists, in order to assess its strengths and weaknesses; (2) the

need to describe the informational needs of each group within the communications system, in order to be prepared to evaluate the level of planning, coordination and review necessary to achieve effective communications between all groups; (3) the need to take appropriate action to improve the present communications system.

A key means of communication between the library administration and the University administration is the library's Annual Report, prepared by the Director at the end of the fiscal year, including statistical data useful for making comparisons from year to year. A complete version of this report is submitted to the Vice Chancellor for Academic Affairs, and to the Chancellor. Starting with fiscal '73, a condensed version of this report edited by the Office of Institutional Studies has been submitted to the President as part of a combined annual report for the entire Amherst campus. In addition, since 1973 a nearly complete version of the Director's annual report has been distributed to faculty and staff via the Fall issue of the Library Newsletter. Thus, the information contained in the annual report has been reaching a greatly expanded on-campus audience in recent years.

RECOMMENDATION

The Task Force recognizes the value of this information source and recommends that publication of the Director's annual report in the Library Newsletter be continued.

A Library Newsletter, prepared by the Library Newsletter Committee in consultation with the Director, has been distributed to faculty and staff, and to the 5-College Librarians since March, 1970. The original purpose of this publication was to provide "a regular means of communication to the university community, its frequency (approximately 4 times a year) depending on the number of developments of significance to the university community" (from editorial statement V. 1, no. 1, March 1970). It should be noted here that although the Newsletter has always contained articles of wide general interest to the "university community" as a whole, it has never been distributed to students or been called to their attention in other ways. The Newsletter is potentially a very useful means of communicating certain categories of information.

RECOMMENDATION

The Task Force recommends that the purpose and scope of the Library Newsletter be more clearly defined, so that its significance in the communications system can be better understood and evaluated, and that a timetable be established for release of certain categories of information which are needed at particular times during the academic year.

The Library Information Bulletin is a weekly publication edited by the Director's Administrative Assistant. Although any staff member may submit items for the Bulletin, it has been used primarily as a means for the Library administration to transmit information to the staff. Copies of the Bulletin also go to the Vice Chancellor for Academic Affairs, the University Personnel Office, M.S.E.A., the Five College Librarians and the Faculty Senate Library Committee. Categories of information regularly included are: administrative notices, notices about the building, facilities or operating procedures, announcements and reports of meetings and conferences, information about visitors, news of staff members (with their consent), personnel actions and announcements of vacant positions. Because it reaches all library staff members and transmits useful, interesting and timely information, the Library Information Bulletin is the most important form of written communication within the library. We would like to see its base of contributions and the kinds of information included broadened. Having news of departmental activities as a regular feature in the Bulletin might be one means of enhancing inter-departmental communications, which was often cited in the Needs Assessment Survey as being less than satisfactory.

RECOMMENDATION

The Task Force recommends revitalization of the system of staff reporters for the Bulletin in each department of the Library. These reporters as a group should have committee status, with appointments (or elections) to fill vacancies as needed. Each reporter would be responsible for submitting news of ongoing projects or special contributions of his department and its individual members. It is particularly recommended that classified staff be included in this reporting system.

Campus news publications are being used by the Library administration in the following ways: (1) the Weekly Bulletin, issued from the Office of Public Affairs for distribution to faculty and staff, is used as a vehicle for timely schedule announcements, e.g. notices concerning library hours, and when reserve lists are due; (2) the University Bulletin, also produced by the Office of Public Affairs for faculty and staff, publishes articles relating to "news of general interest to the university community", and has occasionally carried articles about library affairs. (3) the Collegian, the student newspaper, is sent notices concerning library hours on a regular basis. The Collegian has occasionally agreed to give the Library space to transmit information about the Library. Since there are times during the year when the Collegian actively seeks copy (at the beginning of the semester, during exams, etc., when its staff is unable to supply sufficient copy itself) advance planning on the Library's part could undoubtedly result in more coverage in the Collegian.

RECOMMENDATION

Continued efforts should be made to make the Collegian a more effective communication link, since its audience includes the entire student body as well as some members of the faculty and staff.

Alternative means of getting more information to students should also be considered.

RECOMMENDATION

The Task Force recommends that an information center be created in the elevator lobby on the main and entrance levels. A glass enclosed bulletin board to be maintained by Public Services could contain up to date information on building problems, hours, tours, special services, etc. Announcements and articles of general interest might be clipped from the Library Information Bulletin, Library Newsletter, Collegian, etc. to be posted.

Minimal use has been made of the campus radio station for transmitting information about the library, (e.g., announcements about snow day hours are made over the radio). Its potential usefulness should be reassessed once the strengths and weaknesses of the present communications system have been evaluated.

Other in-house publications intended to help inform library users about services and materials available to them include the Library Guide and various brochures prepared by the Reference Department. Hand-out copies of these and the Five-College Library Guide are displayed on a table adjacent to the Reference Desks on the main floor. This arrangement has proved workable, but could be improved. (A specially designed display rack for library hand-outs at this and/or other locations might be preferable.) All such publications should carry dates of publication or revision.

Signs are being used quite effectively in the new Library. Planning, coordination and review of needs in this area should be given on-going attention. The Task Force suggests that a survey of certain categories of questions (e.g., directional questions asked at public service desks) be conducted to detect specific areas in need of improved graphics. Samplings of other categories of questions, such as those relating to building problems, might prove useful in developing additional alternative means of communications, such as the bulletin board, hand-outs, AV instructional devices, changes in the structure and content of the regular library tours, etc.

Regularly scheduled tours of the Library are an important means of transmitting basic information about the Library and its services to users. Current efforts to offer tours seem to be working well and should be continued.

Other valuable opportunities for exchange of information between library staff and users include contacts made at public service desks generally, and those made at course-related library sessions. Evaluation questionnaires distributed in connection with many of the latter programs should prove useful in planning for changes and improvements in this type of service.

An extensive program of freshman orientation and classroom assistance is carried out by the Reference Department and Branch Libraries in conjunction with classroom instruction. These may include tours, outlines of subject-oriented reference materials and discussion of research methods.

Continued emphasis on library instruction is recommended, since this is one of the best means of improving both communications and service.

Users have additional means of making their views known to library administrators and staff via the Faculty Senate Library Committee, library liaison officers and the Suggestion Box. Students probably view the latter as their main vehicle for voicing opinions even though there are some students on the Faculty Senate Library Committee.

RECOMMENDATION

Since the role of the Faculty Senate Library Committee is not generally known, the Task Force suggests that announcements concerning important recommendations made by this group be made known to library users and staff. At present, this could be done in part by clipping such announcements from the Library Information Bulletin or minutes of meetings of the Administrative Council, where they sometimes appear. A better method should be considered.

The present method of displaying responses to "suggestions and complaints" made via the Suggestion Box should also be improved; the bulletin boards suggested above might provide space for posting.

RECOMMENDATION

The Task Force recommends finding a better location for posting these responses, and revising the forms provided users for making "suggestions and complaints" to encourage positive as well as negative feedback.

Furthermore, since negative feedback can often be used for constructive purposes the effects of communicating this kind of information from library staff to user should be investigated. For example, problems resulting from infringement of rules and policies, and vandalism, should be made known to library users. Studies have shown that users are generally unaware of the serious consequences of some of their actions (e.g., ripping-off journal articles).

RECOMMENDATION

The Task Force recommends that the Library administration consider appropriate means for bringing this information to the attention of users.

EXECUTIVE LEADERSHIP AND COORDINATION

The University of Massachusetts at Amherst Library is administratively organized in a traditional hierarchical pattern, which reflects the basic pattern of the rest of the administration of the University. The results of the Likert Profile of the Administrative Staff showed a consistency of viewpoints overall; most respondents felt that the Library management should be moving toward greater participation. Throughout the notes from interviews with the administrative staff the feeling of responsibility or "the buck stops here" is evident. The Task Force found on the whole a fairly positive view of the overall management of the Library.

The Needs Assessment Survey, which was used to elicit the viewpoints of all library staff members did reveal specific problem areas. Communications--within each department, interdepartmental, and interdivisional--is the area of greatest concern.

On the departmental level, the survey indicated that a high percentage of non-supervisory personnel are unaware of whether or not formal written goals exist for their units, and, even where such formal goals exist, do not receive information--such as the monthly reports--which indicates where the department stands in relation to these goals. Many of these people also perceive that they have little or no role in setting the goals and reviewing the progress of their own departments. The amount and quality of information which the individual worker receives is largely dependent on the interpersonal style and management philosophy of his department or unit head. Our recommendations are aimed at equalizing the information received by individuals in different departments of the library by reducing dependence on the immediate supervisor as a primary information source, by strengthening alternate sources of information, and by standardizing the information which is released in each department.

The lateral flow of necessary information from one department to another and among the divisions was also cited as being in need of improved consistency. A significant number of respondents to the Needs Assessment Survey suggested that policies and procedures for each department be written and revised as necessary. Also suggested was the exchange of departmental monthly reports, and that minutes of divisional meetings be routed to the other divisions. The feeling as expressed by staff members at all levels (supervisory/non-supervisory) is that information is available to those who ask for it. However, it is often necessary to rely on informal channels to obtain information which should be more readily available. Several of the recommendations of this Task Force are aimed at making information more accessible, and making the information one receives less dependent on one's informal contacts.

SPECIFIC RECOMMENDATIONS

To the Director:

1. The Director must set the management style for the organization; he should make his own management philosophy clear and indicate the direction in which he would like others below him to move managerially.

2. Staff meetings once a month in lieu of a departmental meeting that week might do away with the problem of differing amounts of information received by some staff members. Each meeting should be structured, with an agenda provided beforehand, and allowing for a period for questions/suggestions.

3. The policy of having members of committees (both Library and University) report annually is be commended. We recommend that it be continued.

4. Minutes of the Administrative Staff meetings should be more complete, since these meetings are viewed as a primary communications link.

To Division/Department Heads:

1. Agendas and minutes of Administrative Staff meetings should be circulated or posted in each unit.

2. Unit heads should begin to involve non-supervisory personnel in setting the goals and planning the workflow within their own unit. This might also lead to better performance evaluation.

3. The departmental monthly report should be routed to each member of the department or posted in an easily accessible area.

NEWS RELEASES FROM PALEY

I. Releases from Director's Office

Formal copy for release to the University News Bureau and/or professional journals is generally prepared by the Assistant to the Director. Personnel changes are reported only in professional journals.

II. Releases from Cultural Services

A. Announcements of exhibits, lectures, and other programs

Following approval of the event by the Associate Director for Public Services, Cultural Services prepares the release and sends it directly to the University News Bureau, interested media, friends, and art associations.

A copy of each release is sent to the Director, the Associate Director for Public Services, and the Assistant to the Director.

B. Other news releases

News releases other than announcements of events are sent to the Assistant to the Director for distribution, as specified by Cultural Services.

III. Releases from Special Collections

A. Announcements of gifts, programs, exhibitions and other special events

Releases are prepared by each curator or exhibition officer and sent directly to the University News Bureau, media, and professional journals. A copy is forwarded to the Director and to the Assistant to the Director.

B. Other news releases

Releases other than those announcing events (exhibits, etc.) or gifts are sent to the Assistant to the Director for distribution, as specified by the curator or the Head of Special Collections.

IV. Releases from other areas within the Library

Other areas, traditionally less active in media news releases, route these to the Assistant to the Director for distribution. Branch librarians who prepare releases for a campus newspaper (e.g., Ambler) or a campus office of the News Bureau forward copies of these items to the Assistant to the Director.

Under this procedure, it is the responsibility of the Assistant to the Director to:

1. prepare releases requested by the Director,

2. maintain a file of news releases from the Library system,

3. scan any copy sent to her/him for distribution, to note any possible mechanical errors and return copy to originators for correction,

4. bring to the attention of the Director any release containing sensitive material, and

5. promptly distribute releases to media requested by issuing department.

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TEMPLE UNIVERSITY
OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION

INTER-OFFICE COMMUNICATION

Date 2 May 1978

To Department Heads

From Arthur T. Hamlin
Director of Libraries

SUBJECT: POSTING OF SIGNS, ETC.

It is recognized that departments need to post notices on various subjects and their discretion should govern the where and what of such notices. Examples are notices regarding circulation rules, hours of service, Leisure Reading publicizing of books, etc.

Aside from the above, posters and notices not pertaining to library operation are not permitted on the walls of Paley, either exterior or interior.

The several bulletin boards in public areas are limited strictly to university events and services. Exceptions to the rule may be made for unusual needs or opportunities for Temple students, but these exceptions are only authorized by the Associate Director for Public Services or the Director, who will initial the notice as evidence of approval.

Particular care should be taken to remove political or commercial notices which may be posted by individuals not authorized to do so.

Arthur Hamlin

ATH/jb

The Center For
Research Libraries

THE CENTER FOR RESEARCH LIBRARIES

5721 Cottage Grove Avenue
Chicago, Illinois 60637
(312) 955-4545

August 1977

TO: CRL Members

FROM: Ray Boylan

SUBJECT: Publicizing your Center membership among faculty and students

Librarians and faculty of member institutions have frequently indicated a desire to make faculty and students at their institution more aware of the services available to them through Center membership. This is indeed important for at least two reasons. The first is that faculty and students will often not ask for material unless they have some expectation that their library will be able to provide it. Unless they are aware of the Center and its services, they simply do not come to their library for material they need which may be at the Center. It is not unusual for us to have faculty members from one of our members approach us directly asking how they might use material we hold which they have heard about through a colleague at another institution. They often neither understand what the Center is nor know that their own institution is a member. The second reason why it is important that your faculty knows about the Center is that they will then be much more willing to have you forgo purchasing material which is held at the Center. One of the major benefits that an institution should receive from its Center membership is not having to purchase certain items which it knows are going to be infrequently used. Faculty are less likely to object to their library depending upon the Center for certain materials if they understand the Center and its functions.

A number of members have made efforts to make their faculty and students aware of the Center. Over the years, I have collected examples of some of these efforts. This packet contains examples of ways in which different members have publicized their membership which may be of interest to you. I have divided the packet into different approaches which have been used. In looking through the enclosed examples, please note that in some instances the information in them is now out of date.

1. Pamphlets, posters and fact sheets

One approach is to simply have handouts which may be distributed in faculty mailboxes, included in orientation packets for graduate students, placed at strategic points around the library or used in connection with orientation sessions. The advantage of such an approach is that it calls attention to your Center membership or to particular services offered by the Center. However, the value of such an approach is limited in that when the faculty member or student sees such material he or she may not immediately identify it with his or her own particular research needs. Realistically we must realize too that such things may often simply not get read. The following examples will be found in this packet:

1. a.) The Center's pamphlet entitled Library Materials Available For Research Libraries. This pamphlet is available at no cost to the members in sufficient quantities for mass distribution. Members should try to get a copy of this pamphlet to all faculty and graduate students and have copies placed around the library for users to pick. Often member institutions have stamped the pamphlets they distribute with some indication that they are members of the Center and who to contact for more information.
1. b.) Louisiana State University prepared a "fact sheet" which they distributed in connection with faculty seminars they held when they first joined the Center. As you will note, these sheets were designed to call attention to particular services which they felt would be of interest to their patrons and to distinguish the Center's service from normal interlibrary loans. Such sheets might also be distributed along with Library Materials Available...
1. c.) At the University of Rochester, the Interlibrary Loan Librarian suspected that faculty and graduate students would be interested in the Center's services related to foreign doctoral dissertations, but were not all aware of it. She therefore made up a simple blurb calling attention to this service. A similar approach has been used at some institutions with the Journals Access Service. (see second page of example 1).

2. Memorandum from a bibliographer

From time to time members of the library staff will want to make specific patrons aware of library material in which they know those patrons are interested. Such memorandums may be used to increase awareness of materials available at the Center and to emphasize the institution's connection with the Center. Such memorandums have the value of calling attention to material in which there is a

specific interest. The two examples found in this packet illustrate two ways in which such memorandums can be used.

2. a.) The Curator of the African Collection at the Yale University Library wanted to let the Fellows and Associates of the Southern African Research Program know the extent of the library's collection activities in regards to Southern Africa. The Center is referred to in this memorandum as part of Yale's collection policy for Southern Africa.

2. b.) At UCLA the Near East Bibliographer sent a notice to appropriate faculty members regarding a particular set of documents being made available to them through the Center. Besides describing the particular material available, he took the opportunity to describe UCLA's relationship to the Center. Bibliographers should consider using such notices whenever the Center is acquiring a large collection of material of interest to particular patrons at their institution.

3. Mentioning the Center as a part of the local library operations

Member institutions are only able to take full advantage of their Center membership when they treat the Center as an integral part of their local operations. (At least one member has publicized the Center as "our branch library in Chicago.") It is important that faculty also have some understanding of the relationship of their institution to the Center and the benefits derived from this relationship. Therefore any publicity which treats the Center as part of the local library operation is of great value. Included in this packet are three examples of how this has been done.

3. a.) In its Spring 1976 issue of Notes For the Faculty the Iowa State University Library included an explanation of how journal costs are rising and how the Center is helping to meet this problem. (Other institutions have used this same approach of "first the bad news and now for the good news" in communicating with their faculty about this same problem.)

3. b.) In 1975 Washington University/St. Louis wanted to inform its patrons that it would no longer be receiving a microfilm edition of the F.B.I.S. Daily Reports. In publishing a notice of this in its The Washington University Librarian it indicated that this series would continue to be available to patrons from the Center.

3. c.) In informing patrons of the government publications which it held, the University of Chicago included Center holdings which did not duplicate its own holdings. Member institutions which are preparing such tools for their patrons should consult the Center if you need any help in identifying what we hold.

4. Write-ups on the Center in local publications

While the examples listed above mention the Center in connection with local operations, a member may want to merely inform its patrons about the Center or one of its services. The following examples indicate some of the ways this has been done.

4. a.) The Purdue University Libraries devoted one number of its Book List to describing the Center and how its patrons might utilize it. Similar write-ups are frequently placed in library newsletters.

4. b.) The April 1976 issue of Library Notes-Texas A & M University carried a brief reminder of what the Center is along with a list of recent acquisitions. Lists of recent major Center acquisitions might be a regular part of library newsletters.

4. c.) At the University of Chicago, a doctoral student in the Department of Sociology wrote an article in the Department's publication The Society for Social Research Bulletin. Such an article is of particular value in that it calls attention to material relevant to a specific discipline. (In all honesty we must admit that the author of the article is a former Center staff member.)

4. d.) The Washington University Librarian occasionally devotes a whole page to news from the Center. This is printed on different colored paper from the rest of the newsletter.

COMMUNICATION WITH UNIVERSITY ADMINISTRATION/FACULTY

Brown University

Dear Faculty Member:

The Faculty Library Committee is surveying Library operations. Would you please give us your comments on all aspects of the Library system that are important to your work. (Separate surveys are being done of undergraduates and of graduate students).

Possible topics are: the adequacy of our book and journal collections (whether in old or new publications); ease of locating items (are they well catalogued, returned quickly from binding, their presence when new made known to you?); the Librarians and assistants; buildings and hours; comparison with libraries at other Universities.

Please indicate which library you mainly use. Return this questionnaire to: B. Harris, Box 1917 (Mathematics). Thank you.

You may use this space for your reply.

May, 1977

Report on survey of faculty concerning the Libraries at Brown.

Fifty-six faculty members returned the questionnaire, and a number of them made very important analyses of our libraries, which will be undoubtedly of great help at this critical time.

The single most important fact (mentioned by 3/4 of the respondents) was that the Library collection of books and journals is seriously inadequate and this condition is rapidly becoming worse. Several people pointed out that the logical conclusion and partial remedy is to be much more selective in ordering books, which means that the faculty must involve themselves much more in planning collection policies and ordering books and journals. Other important steps must be taken: joining an appropriate consortium (Ivy League, Ohio) to share books, cataloguing and other bibliographic tasks.

A major point made by a couple of faculty members orally is the following: the rare book collection in the Hay Library must be preserved in a climate controlled building, but the reasonable way to do this is to transfer the books to a presently unused portion of the Rockefeller Library, or else to renovate one of the smaller buildings (e.g. Annmary Brown); the plan to renovate the Hay building represents an exorbitant outlay of desperately needed money and should be reconsidered.

Other items mentioned frequently were: security at library entrances is slack or nonexistent when students are in charge. New book or journal acquisitions are not made known to the faculty.

Concern was expressed that important administrative positions are or will soon be open (e.g. Sciences Librarian) and should be filled promptly with very good people.

An overall impression the undersigned gathered from the survey is that an illogical situation prevails at Brown with regard to library collections of books and journals: on the one hand the University has had striking success in assembling a distinguished group of scholars, some of them the leading authorities in their fields, and on the other hand it has not been considered sufficiently important that these people be given adequate tools to pursue their work.

Thanks are due all those who have shared their ideas with us.

Bruno Harris
Library Committee

MICHIGAN STATE UNIVERSITY

DIRECTOR OF LIBRARIES

EAST LANSING · MICHIGAN · 48824

November 13, 1978

TO: University Committee for the Library (Advisory/Consultative)

FROM: Richard E. Chapin

SUBJECT: Agenda for meeting on Monday, November 27 1978, 3:30 p.m., Library Conference Room

1. Approval of minutes of last meeting.

2. Card catalogs.

   The decision-making process for the future of the card catalogs continues. Mrs. Denny will report on the current status of our investigations.

   Attached are two Staff Information Bulletins relating to the Cataloging Coordinating Committee report which was distributed at our last meeting.

3. Library concerns of the colleges.

   Chairperson Pickering has suggested that each of you elicit from your colleagues the major concerns with library programs and resources. A listing of these concerns will assist us in developing an agenda for the Committee.

4. Deteriorating library resources.

   Library resources are deteriorating at an alarming rate of speed. Only a small percentage of these books can be found on the market for replacement, but they, too, are in bad condition. The Library must decide on how to meet this problem: handle the problem item by item as they disappear or take expensive preventive measure. Should the Library put "brittle books" on microfilm, gas the books with a diethyl-zinc vapor in a vacuum chamber, ask the university to perfect the temperature and humidity control of the building (expensive and difficult), or depend on the national libraries and other universities for loans?

   The attached article from The Chronicle of Higher Education describes the problem in frightening detail.

5. Other pertinent business.

MINUTES OF

UNIVERSITY COMMITTEE FOR THE LIBRARY (ADVISORY/CONSULTATIVE)

November 27, 1978

PRESENT: J. Alford, C. Blume, A. Creekmore, J. Dalley, S. Fitzgerald, J. Pickering, J. Thomas, M. Tomber, M. Arsht, G. Feital, F. Lessa, R. Chapin

ABSENT: S. Brunn, G. Cloud, D. Gillespie, S. Hollander, P. Markakis, J. Murray, C. St. Clair, C. Sweeley, S. Brown, C. Pietrzak

I. The minutes of the previous meeting were approved with a minor editorial change.

II. Card catalogs.

The Director reported on the continuing decision-making process for the future of the card catalogs. The Library is working with the Controller in the development of a new identification card for students. This cooperation will lead to more effective use of the identification card rather than the present system of I.D. card and a separate library card.

Two firms are under consideration for updating the large number of OCLC tapes which contain, in machine-readable format, all cataloging done at Michigan State University since 1975. We hope to have an updated tape and microcopy of this information for internal use and for distribution to the library units during the next few months.

During the month of December, Data Phase and Computer Library Systems, Inc. (CLSI) will be on campus for final discussions regarding adoption of one of these systems for library use. Both of these companies offer an automated circulation system with the potential for us to maintain a complete computer record of all of our cataloging from the date of adoption forward. A decision will be reached in the near future on which system to adopt.

III. Library concerns of the colleges.

Chairperson Pickering asked the members of the Committee to express their library concerns for the purpose of developing future agendas of the meeting. A number of items were suggested, some of which will be followed up immediately, and others will be placed on the agenda for the future: book selection policy as it relates to development of resources and servicing a large number of students presently on campus; purchase or borrowing of dissertations; security measures, especially as they relate to current periodicals; library instruction; and further development

(over)

of guides to the arrangement of materials in the research stacks.

IV. Deteriorating library resources.

Everyone is concerned with the problem of deteriorating library resources but recognize the solution will have to come on a cooperative basis, with national coordination. This program, like the National Periodical Center, is vital for the future development of research libraries in our country.

V. Line-item budgeting.

The Director suggested the possibility of recommending, if possible, line-item budgeting for the Library. Members of the Committee expressed much concern and little support of the concept. Although the matter will be brought to the attention of the Provost, it will be done so with reluctance and little enthusiasm as a result of the discussions.

SENATE COMMITTEE ON LIBRARIES

(Informational)

At the request of the Senate and its Committee on Libraries, I have been asked to submit this report on the current automation efforts in the University Libraries at the meeting of December 5, 1978.

AUTOMATION IN THE LIBRARIES

INSTALLATION OF A NEW CIRCULATION SYSTEM

In responding to the present state of the University's finances, all of us, including the University Libraries, are making efforts to make do with less. Over the next five years we have been assessed an annual amount ranging from $54,000 to $76,000 almost all of which must come from personnel budgets in an effort to preserve the book and journal funds essential to the health of the teaching and research programs.

The Senate has been informed in the past of the problems inflation has caused us, but the constraints are not only financial. Reductions in enrollment do not, in our experienced judgment, significantly reduce the demands made on the libraries. Ten graduate students require access to the same resources as 15, 20 or 30. Large reductions in upper-division classes may affect the need for duplicate copies for reserve, but without agreement on, say, the ten best books for each subject, the total range of resources required will not be reduced. Only the discontinuation of entire academic programs will do that, and experience suggests that even were that to happen, library changes are likely to be minimal in view of the interdisciplinary nature of contemporary teaching and research.

Our only choice is to reduce the labor-intensive nature of most operations and increase productivity principally by taking advantage of new technologies, mostly those that are computer based. Since 1974 we have been developing a computer system for the library, supported by internally-generated funds from our budgets save for the original capital investment in the computer equipment.

At this point, we have catalog cards computer-produced on contract by the Ohio College Library Center, Inc. and are engaged in the production of our own catalog data-base. This, however, is a long-term behind-the-scenes effort. Our first public system will be an automated circulation system which we plan to phase in during Winter Term as the first segment of a larger inventory control system.

The new system will be a transaction system requiring the matching of borrower and item identifications. Each library user will be issued a library card (in the case of students registering in Fall Term 1978 and later at University Park, this will be the same as the identification card) which will entitle the user to borrow materials in accordance with the

library's regulations. The material to be borrowed will be coded (in the same manner as items in, say, a supermarket) with a unique identification. These records will be matched at the circulation terminal to complete the issue of the borrowed material. The clearance of returned material will be carried out in a similar manner, thus enabling us to dispense with the time-consuming handling of individual transaction cards. As the system shakes down in use it will be extended to locations outside Pattee and to other kinds of activities such as personal reserves.

Quite apart from reducing the time taken to complete each activity, the incorporation of all circulation transactions into a single machine-accessible file will enable the library staff to respond more readily and more completely to aspects of circulation which now require a great deal of time, such as recalls, reserves and overdues. Although the latter may appear to have negative overtones, the ability to locate all material and to recall it quickly if necessary will significantly improve the use that borrowers can make of a collection that is really quite small in relation to the community served.

To achieve the highest possible use of limited resources by as many users as possible requires that those users share access to those resources. This in turn requires that the libraries should provide both controls and restraints to balance collective and individual needs. We have, over the last several months, been discussing the policies, developed by a number of University Libraries faculty and administrators, on which our lending practices should be based. These discussions have included the Senate Committee on Libraries and the Office of the Provost. The policies are those that in our professional judgment will best serve the research and study needs of the University community.

At present the basic loan period of four weeks has been established for all materials except those circulating on special permission for two hours or overnight. Renewals, for books not required by any other borrower, will be permitted twice. At the expiration of the second renewal period all books will have to be returned. This is in accordance with practice at other major research libraries where the physical return of books has been discovered to encourage rather than to discourage their use since many prospective borrowers do not puruse what is to them a missing book. Materials on loan can be requested, as at present. They will be recalled for the purpose.

If the purpose of sharing our limited resources is to be attained some means of enforcement is required in the case of serious offenders. All borrowers will be asked to adhere to the terms of a simple contract; namely to return materials on the date on which they are due or to renew the loan. When material on regular loan becomes overdue, each borrower will be reminded of this fact by a computer-generated notice. If it is still not returned, after a search of the library stacks finds no trace of the book, a notice of presumed loss will be

sent out. If the material is indeed lost, its replacement cost and the cost of processing will be charged to the borrower together with a fee to cover the cost of searching and processing the notices. If the book is returned, only the cost of searching will be charged, since this is an expense the library ought not to have had to bear.

Although these may sound like severe measures, they are simply based on those already in existence but which we have been unable to enforce equitably because of the internal personnel costs involved. Nor do we expect that these penalties, or the more draconian one of withdrawing borrowing privileges, will require frequent invocation. It is, however, necessary to deter the tendency to accumulate what are, in effect, private libraries to the detriment of other users' needs. We are asking your cooperation in this effort to ensure wide access to the Libraries' collections.

Borrower registrations will begin during student orientation for Winter Term and continue through Winter Term according to schedules which will be widely announced. Test circulation will begin during January and will be extended as staff become familiar with the new procedures. These extensions will also be announced. It has not yet been determined when the new system will be made available from service points outside Pattee, but the present tentative schedule suggests during the Spring Term. We also plan to reduce the manual files to minimal size during the next six months prior to eliminating such procedures as part of the regular circulation system. The steps that will be taken to accomplish this will also be announced at the appropriate time. If this approach sounds cautious, it is. We do not want to offer any specific service in a specific location before we are ready and able to cope with it. In this way we hope to reduce the difficulties always experienced when introducing new systems, and to smooth the transitional period.

In the future, we will share with you our progress on further parts of the total automated system particularly those relating to new ways of access to bibliographic information.

Stuart Forth
Dean of University Libraries
at the request of the

SENATE COMMITTEE ON LIBRARIES

Donald K. Alexander
Christine W. Ayoub
Stuart Forth
Robert W. Frank, Jr.
Martha T. Halsey
Robert E. Malcom
Miles T. Pigott, Chairman
James R. Qualey, III
Mary Ann Connelly

SENATE COMMITTEE ON LIBRARIES

Appendix "B"
9-7-78

The University Libraries, 1977/78

As were all other units in the University, the University Libraries were affected by the budgetary problems of the year. Of particular concern were the position freeze that was in effect, in varying degrees of severity, until the end of 1977, and the lack of assurance as to what funds would eventually be available for acquisitions and other allotment expenditures. Eventually the University was able to provide handsomely for acquisitions and internal savings enabled us to undertake the necessary expenditures in support of our automation projects, including circulation.

The five year budget plan required a great deal of careful thinking and it is gratifying that the University was able to grant some of our requests for reduced planning targets. Even so at the end of the year, four positions were collapsed and wage expenditures reduced by the equivalent of one beginning professional position. Continuing attention is being given to program priorities, in particular to the implementation of an automated circulation system.

Inflation continues to be higher for library materials than for most other kinds of purchases and there is no sign of any relief in the year ahead. This fact alone makes the development of the University's academic priorities of vital importance to the libraries so that we may know where to lay our emphases in collection development. The major planning difficulty here arises from the longer-term commitments for the purchase of periodical subscriptions. These and associated costs such as binding, now account for nearly 80% of the printed budget available for University Park and almost 50% of that for the Commonwealth Campuses. Despite the provision of more than $500,000 extra from University savings, the numbers of volumes added annually to the collections continues to decline. We have, however, been able to invest in advance payments on some major microform projects which will ease some of the pressures during the coming year.

Services have, by and large been maintained, though there are signs that we are having difficulty in providing these at the level of quality that we regard as appropriate. There have been increased services in two areas, data base searching and library instruction, both of which are seen as necessary components in our search for quality improvement. When our planned automated circulation system is put into operation during 1978/79, we expect both to improve that service and to effect some internal economies.

Change appears to be the order of the day and the Libraries will undoubtedly participate both actively and reactively in this process within the University. The University Libraries' own Planning Committee, and several advisory committees are providing great assistance in preparing for change. The clearest evidence of our preparations will be provided by the gradual introduction of several automated systems, a process which began some years ago with participation in the shared cataloging program provided by the Ohio College Library Center.

BEST COPY AVAILABLE

Financial pressures are encouraging the sharing of resources and the University Libraries is participating in planning within Pennsylvania and nationally with the Library of Congress agency responsible for network developments. During the year a proposal was submitted under Title II-C of the Higher Education Act for "Strengthening Research Libraries". Although our bid was unsuccessful (only 20 were awarded nationally, by region) we expect to be able to undertake some of the proposed activities, on a reduced scale with cooperating institutions in Pennsylvania and plan to submit a new proposal next year. In fact, the search for funding support must be stepped up and we are considering ways in which to do so. At the same time, we must also continue our search for more cost-effective and more efficient ways of providing our services to the University community. This may involve considerable research and planning which constitutes a further challenge, particularly since our many labor-intensive activities are frequently at or near the edge of their capacity to absorb any further increase in work-load. Nevertheless we feel confident that with the support and understanding of the University Community we can continue to meet the basic needs of that community for services and resources.

The tables that follow set out some of the salient facts of the University Libraries' budget and activities for the past year. Where appropriate, comments are appended.

1977-1978 LIBRARY COMMITTEE

Henry Albinski
Jerry B. Covert
Anthony Filippello
Stuart Forth
William G. Hills
Manfred Kroger, Chairman
Margaret B. Matson
Miles T. Pigott, Vice Chairman
Paul W. Welliver

LIBRARY PROGRAMS AND NEWSLETTERS

University of Pennsylvania

FACULTY/LIBRARY DISCUSSION HOURS

PURPOSE TO FURNISH FACULTY MEMBERS WITH INFORMATION ABOUT THE UNIVERSITY LIBRARIES, AND PARTICULARLY THE VAN PELT LIBRARY

TO PROVIDE A FORUM FOR QUESTIONS AND DISCUSSION

TOPICS VAN PELT LIBRARY OPERATIONS AND SERVICES WHICH AFFECT BOTH TEACHING AND RESEARCH ACTIVITIES, INCLUDING:

- REFERENCE AND INSTRUCTIONAL SERVICES
- ONLINE SEARCH SERVICES
- INTERLIBRARY LOAN SERVICE
- THE NEW COMPUTERIZED CIRCULATION SYSTEM
- THE ROSENGARTEN RESERVE ROOM
- HOW BOOKS ARE ADDED TO THE LIBRARY'S COLLECTION

FORMAT ONE-HOUR SESSIONS FEATURING REPRESENTATIVES FROM SEVERAL VAN PELT LIBRARY DEPARTMENTS

EXPLANATION AND DEMONSTRATION OF:

- CIRCULATION SYSTEM'S BOOK LOCATION TERMINALS
- ONLINE (COMPUTERIZED) LITERATURE SEARCHING

QUESTIONS AND DISCUSSION ARE STRONGLY ENCOURAGED

PLACE FIRST FLOOR CONFERENCE ROOM, VAN PELT LIBRARY

TIME ANY OF THESE THREE TIMES:

- FRIDAY, OCTOBER 6 ..... 10:00 A.M.
- TUESDAY, OCTOBER 10 ..... 1:00 P.M.
- WEDNESDAY, OCTOBER 11 .... 4:00 P.M.

FOR MORE INFORMATION, CALL 243-7555. 48 39

University of California-
Berkeley

TO: FACULTY & RESEARCH ASSISTANTS

FROM: THE GENERAL LIBRARY

THE U.C. BERKELEY LIBRARY

ANNOUNCES

THE FIFTH PRESENTATION OF

LIBRARY UPDATE: FACULTY SEMINARS ON CHANGING LIBRARY TOOLS AND TECHNIQUES

For the research community, changes in information technology have an enormous impact. Access to information is being changed profoundly by the wide availability of materials in microform, the ever-increasing array of computerized literature and data retrieval systems, and the development of bibliographic aids to cover emerging disciplines. These topics and many others will be covered by the Library staff this Fall in the Faculty Seminar Program.

THE SCHEDULE. Faculty Seminars will be held during the weeks beginning October 9th and 16th. A complete schedule of the sessions is attached. We have scheduled the sessions early in the morning and late in the afternoon in order to accommodate teaching responsibilities of the faculty.

THE CONTENT. This year's program begins with two general sessions: one devoted to the organization of the Library, its card catalog and microfiche catalog supplements, and one devoted to new general reference works and bibliographic tools. Both general sessions will be offered twice.

During the second week, bibliography of special subjects will be featured. The subject sessions will cover basic reference works in a discipline as well as newly developed aids for literature access.

For those of you who have attended Faculty Seminars in past years, we wish to highlight three subject sessions being offered for the first time: Statistical Sources, Film, and Historical & Archival Sources. Because of the interdisciplinary nature of current research, faculty members may find it desirable to attend subject sessions in fields tangentially related to their own.

To reserve a place in sessions of this year's Faculty Seminar Program, please fill out the attached form and return it to the Library by September 29th.

SCHEDULE FOR FACULTY SEMINARS

GENERAL SESSIONS

Information presented in these sessions provides the basis for the special subject seminars. We strongly urge you to attend them.

GENERAL SESSION I: DEVELOPMENTS IN BIBLIOGRAPHIC ACCESS

This session will cover: the "ins and outs" of the card catalogs (including their shortcomings and ways to get around them), microfiche supplements, tools for subject access, locating parts of series publications, and special services, including the Stanford/Berkeley Cooperative Program, interlibrary loan, and fast access to collections in other libraries.

MONDAY, OCTOBER 9 *3:00 - 4:30 PM* *Room 308J Doe Library*

Repeated:

TUESDAY, OCTOBER 10 *8:15 - 10:00 AM* *Room 308J Doe Library*

GENERAL SESSION II: A PLACE TO BEGIN - GENERAL REFERENCE SERVICE

This session will concentrate on identifying and locating various types of library materials through the use of basic bibliographic tools. We shall also discuss briefly the range of general sources through which factual information can be found. Because of its wide coverage, this session will serve as an excellent introduction to some of the more specialized subject sessions.

THURSDAY, OCTOBER 12 *3:00 - 4:30 PM* *Room 308J Doe Library*

Repeated:

FRIDAY, OCTOBER 13 *8:15 - 10:00 AM* *Room 308J Doe Library*

SUBJECT SESSIONS

These seminars will focus on some of the subject areas represented in our library collections. We invite you to attend as many of them as you can conveniently schedule. Brief descriptions of their content are provided on the next page.

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SCHEDULE FOR FACULTY SEMINARS: SUBJECT SESSIONS

STATISTICAL SOURCES — *MONDAY, OCTOBER 16 3:00 - 4:30 PM*
Room 308J Doe Library

Federal, state, foreign national, international agency, and non-governmental sources of statistics will be surveyed. Emphasis will be placed on indexes, guides, microform collections, computer searching, and statistical databases. A survey of demographic statistics will be used to illustrate the types of governmental and non-governmental sources of statistics that are available.

HISTORICAL & ARCHIVAL SOURCES — *TUESDAY, OCTOBER 17 8:15 - 10:00 AM*
Room 308J Doe Library

Topics to be covered in this seminar are: the newest in historical bibliography and reference tools; computer literature searching for historical material; bibliographic access available to manuscript and archival collections world-wide; and the manuscript and archival collections located here at UC Berkeley in such places as The Bancroft Library, Music Library, East Asiatic Library, and microform sets in the Main Library.

ENGLISH & AMERICAN LITERATURE — *WEDNESDAY, OCTOBER 18 8:15 - 10:00 AM*
Room 308J Doe Library

A broad survey that will cover bibliographic tools in literature, describe the various collections on campus (including Bancroft Library, the Library School Library, and the Modern Authors Collection), and discuss the way the University of California Library organizes these collections through its various catalogs.

SOCIAL SCIENCES BIBLIOGRAPHY — *THURSDAY, OCTOBER 19 3:00 - 4:30 PM*
Room 308J Doe Library

Recent developments in bibliographic access to the fields of economics, political science, psychology, and sociology; emphasis on computer-assisted literature searching, with examples of selected searches. Interdisciplinary reference works, bibliographies, and government documents will also be discussed.

FILM — *FRIDAY, OCTOBER 20 8:15 - 10:00 AM*
Room 308J Doe Library

Sources of information in two main areas will be presented: access to films and archives, and selected coverage of the literature *about* film. Bibliographic aids such as filmographies, indexes to periodical literature, and biographical dictionaries will be described. Emphasis will be on film as art rather than as an instructional medium.

General Library
University of California, Berkeley

September 1978

LIBRARY UPDATE: FACULTY SEMINARS ON CHANGING LIBRARY TOOLS & TECHNIQUES

RESERVATION FORM

Name _____

Department _____

Campus Address _____ Campus Extension _____

Please indicate which of the Faculty Seminar sessions you wish to attend:

___	Developments in Bibliographic Access	MONDAY, Oct. 9	3:00 - 4:30 PM
___	Developments in Bibliographic Access	TUESDAY, Oct. 10	8:15 - 10:00 AM
___	A Place to Start: General Reference	THURSDAY, Oct. 12	3:00 - 4:30 PM
___	A Place to Start: General Reference	FRIDAY, Oct. 13	8:15 - 10:00 AM
___	Statistical Sources	MONDAY, Oct. 16	3:00 - 4:30 PM
___	Historical & Archival Sources	TUESDAY, Oct. 17	8:15 - 10:00 AM
___	English & American Literature	WEDNESDAY, Oct. 18	8:15 - 10:00 AM
___	Social Sciences Bibliography	THURSDAY, Oct. 19	3:00 - 4:30 PM
___	Film	FRIDAY, Oct. 20	8:15 - 10:00 AM

If there are specific topics in which you are interested, please describe them briefly.

Please return this form by September 29th to: Mary Woempner
General Reference Service
208 Main Library

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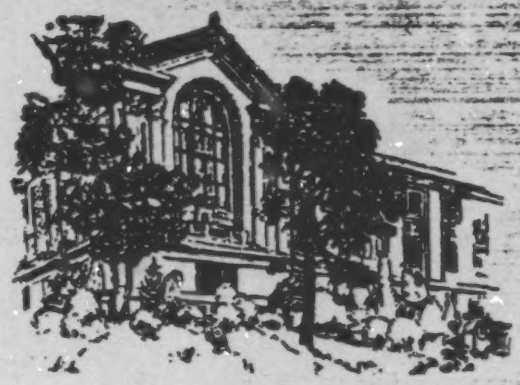


THE GENERAL LIBRARY

FACULTY NEWSLETTER

UNIVERSITY OF CALIFORNIA, BERKELEY

MORE

THAN JUST THE LIBRARY NEXT DOOR!

The UC Berkeley/Stanford Research Library Cooperative Program has now been underway a full year. This issue of the General Library Faculty Newsletter will bring you up to date on progress of the program, and will discuss how one component of the program, coordinated collection development, has been fused with the Collection Analysis Project (CAP), sponsored by the Association of Research Libraries.

The basic purpose of the Berkeley/Stanford Program is to increase sharing of resources in the two library systems. (Berkeley and Stanford have more than nine million volumes in their combined collections). Reciprocal borrowing privileges, campus to campus book delivery, telephone catalog information, book location service and an intercampus shuttle bus are five specific services which have been inaugurated within the past year. These services have been successful in allowing materials to be retrieved quickly and effectively between campuses. FAST BOOK at Stanford and the BAKER Document Delivery Service at Berkeley allow registered program participants to call the other campus with a request, have it charged directly to the borrower, and sent to the home campus via the intercampus shuttle bus. The loan period is the same as if the item had been borrowed in-person. Overdue and recall notices are sent directly to the borrower. Between March and November 1977, approximately 70% of requested items were delivered, and the majority arrived within 48 hours.

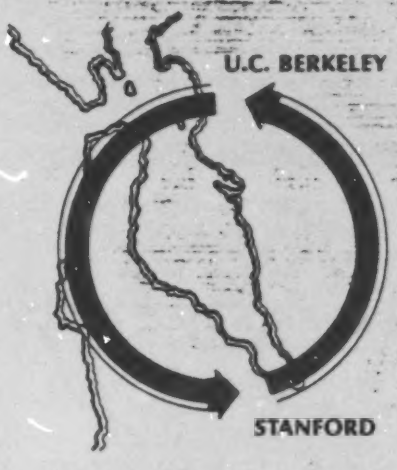
On February 1, 1978, reciprocal borrowing privileges were extended to all Berkeley and Stanford graduate students and to other categories of teaching personnel not covered in the first phase of the program. This represents a sizable increase in the number of users eligible to borrow on-site and to use the document deliver service. Interlibrary Borrowing between Stanford and Berkeley has been improved for the benefit of those users on the Berkeley campus who are not yet eligible for inclusion within the program.

Both the campus document delivery system and the interlibrary borrowing services rely on the intercampus shuttle bus service. This intercampus shuttle, dubbed the Gutenberg Express, has proved to be extremely popular with library patrons and other members of the campus communities. The number of riders during the first nine months rose from a weekly roundtrip average of 200 in April, to 325 in October. This use is directly in line with a long-range program goal which is to enable scholars to use each campus' resources, especially library resources, with such relative speed and convenience that they are fully satisfied even though the institutions themselves are 50 miles apart. The Gutenberg Express now provides twice daily roundtrip bus service between the main libraries at Berkeley and at Stanford. Buses leave Berkeley at 8:30 a.m. and 10:30 a.m. and at 1:15 and 3:15 in the afternoon.

FOR FURTHER INFORMATION

Bus Schedule & Reservations	642-3403
Eligibility	642-3403
Program Coordinator (A. Lipow)	642-5425
Registration	642-3403

NUMBER 2, APRIL 1978



Funding for the Berkeley/Stanford Program is provided into 1980. It is hoped that in these few years users at each campus will begin to view the other campus as a valuable adjunct to their regular library resources. If this kind of psychological acceptance can be achieved, it will be a revolutionary breakthrough for our academic communities. It will allow the libraries on each campus to create highly tailored and in-depth collection strengths in agreed upon areas. It is known that intense effort will be needed to adjust acquisition policies in a coordinated fashion. The anticipated result is that one institution could continue its comprehensive acquisition program in a given sub-field, while the other institution reduced its coverage in that area. This level of cooperation is especially desirable since the campus steady-state budget, the ravages of inflation, the increases in the world's publishing rate, the increase in the number of sub-fields and the development of new academic programs effectively restrain the General Library from acquiring all the books needed to keep pace with teaching and research demands for additional resources.

COLLECTION DEVELOPMENT

The General Library is currently embarked upon two closely related collection development projects. The first is part of the Berkeley/Stanford Program. More than 60 Berkeley library book selectors are refining policy profile statements for all subject areas covered in our collection. These profile statements will be merged with similar profiles developed at Stanford to form a comprehensive, written collection development policy document.

The second activity is being undertaken in cooperation with the Association of Research Libraries. The Collection Analysis Project (CAP) provides a framework and a methodology for reviewing and analyzing the entire collection development function, including a study of policies and methods of selecting, retaining, and preserving library materials. As a foundation for this work, a seven member study team is presently completing an interim report. The report will include a section on historical development, a section on environmental pressures on library programs, and a final section on goals and objectives. The final portion will attempt to identify and bring together any documentation on future campus academic trends, with particular emphasis on the decision making process for academic change; the concern is to determine what may be useful and acceptable library involvement in campus planning.

During the spring and summer months, task forces will be collecting and analyzing information on our present practices and making suggestions for possible improvement and change in such critical areas as the allocation of funds, the organization and staffing of the selection process and the evaluation of our collections. Two smaller task forces will update previous work on library resource sharing and on preservation of library materials.

The Collection Analysis Project should lead to better understanding among librarians, faculty and campus administrators of the complexities, conflicts, and difficulties involved in building library collections. An examination of what we do, why and how we do it will certainly lead to improvements in this critical decision making process. In conjunction with the Berkeley/Stanford Program, the CAP project will allow the library to make determined progress in the face of stable budgets and increasing demands in more and more specialized areas.

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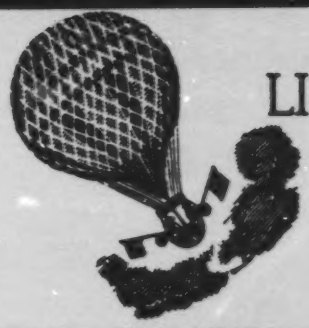
Richard M. Dougherty
UNIVERSITY LIBRARIAN



LIBRARY SERVICES for FACULTY

CIRCULATION

Faculty members may charge out books at Memorial Library for three months with renewal privileges. Periodicals and selected new titles have shorter loan periods.

All books are subject to recall after two weeks if requested by another reader. Fines will be levied against faculty members for overdue or recalled books.

Faculty members may appoint "runners" to get books for them by sending a written request to the Chief, Circulation Department. The faculty member will be responsible for all books charged out in his name by runners.

Circulation regulations are available at the Library Circulation Counter.

FACULTY STUDIES

Faculty studies are available on the fifth floor at Memorial Library. The Library committee has set up guidelines for their use: "Studies are intended for those members of the faculty, regardless of rank, whose research requires the contemporaneous use of a large number of library books."

A complete set of guidelines and applications can be obtained at the Library Office, Room 360, Memorial Library.

PHOTOCOPYING SERVICES

Memorial Library has eight Xerox machines located in the self-service Xerox Room on the fourth floor, Room 431. The Xerox Room will be moving some time this school year to Room 367A on the third floor. Materials may be brought in for reproduction at five cents per exposure.

Departments may set up Xerox accounts with the Library. Individual departments may allow faculty use of the departmental account by supplying the account number; the Library cannot supply it. The account number is useable only in the Xerox Room on the fourth floor.

Memorial Library also has coin-operated copying machines for use. These copiers are located in the State Street entrance lobby; at the east end of the South Stacks on levels 1, 1M, and 2M; just inside the North stack entrance from the new elevator lobby on the second floor; and in the Reference Department and Periodical Room.

MICHIGAN STATE UNIVERSITY

DIRECTOR OF LIBRARIES

EAST LANSING • MICHIGAN • 48824

September 1, 1978

Dear New Faculty Member:

The librarians of the Michigan State University Libraries welcome you to the campus and cordially invite you and your spouse to our annual faculty reception on September 12, 1978, at 8:00 p.m. in the Main Library. We hope you will attend so that we may introduce you to some of the many services available to you and your students.

The reception will enable you to meet the librarians, tour the building, and become acquainted with faculty borrowing privileges, delivery of materials to faculty offices, interlibrary loan procedures, and computer-assisted literature searching. You will learn how to order materials you would like added to the library collections, how to arrange for tours or instruction in the use of the library for your students, and how to put materials on assigned reading reserve. All areas of the Main Library will be open to allow you to become familiar with our specialized subject collections as well as technical services, such as acquisitions and cataloging.

We are looking forward to talking with you and learning how we may best meet your information needs.

A floor plan of the main floor of the Library is enclosed. The south entrance (facing the river) will be open for the reception. Parking will be available in the lots next to the library and near the football stadium.

Please join us for refreshments and an introduction to library services.

For the MSU Librarians,

Richard E. Chapin

Richard E. Chapin
Director of Libraries

REC:yn

Enclosure

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PHONE NUMBERS FOR FUTURE REFERENCE

Director of Libraries--Richard E. Chapin.....5-2341

Associate Director for Resource Development and Special Services--Henry C. Koch.....5-2340

Assistant Director for General Readers' Services--Thomas E. Albright.....5-2343

Assistant Director for Technical Services--Carolyn J. McMillen.....3-4531

Assistant Director for Science Libraries--Mladen Kabalin.....3-6676

To recommend library purchases

In the Sciences, call Science reference.....5-2347

In the Humanities or Social Sciences, call the Bibliographers.....3-8814

For the Undergraduate Library (all subject areas, undergraduate level), call.....3-8722

For the following specialized subject areas:

Art.....3-4593
Business.....5-3380
Chemistry.....5-8512
Community Development.....3-9309
Documents.....3-8707
Engineering.....5-8536
Highway Traffic Safety.....3-9309
International.....5-2366
Labor-Industrial Relations.....5-1647
Maps.....3-4593
Mathematics.....3-8852
Music.....5-7060
Physics.....5-9704
Urban Policy & Planning.....3-9304
Voice.....5-5122

Call the INFORMATION DESK at 3-8700 for:

--Library hours
--Card catalog information
--Serials and journal information
--Location & Status of materials in the library system
--Faculty book delivery
--Campus information and events

Call the REFERENCE DESK at 3-8816 for:

--Humanities, social sciences & education questions
--Library tours and instruction
--Interlibrary loan

Call the SCIENCE REFERENCE DESK at 5-2347 for:

--Science, medical & technology questions
--U.S. Department of Agriculture publications
--Science library tours and instruction

Call the UNDERGRADUATE LIBRARY at 3-8720 for:

--Library tours and instruction, especially ATL

To put materials on ASSIGNED READING RESERVE, call:

--In the Sciences, Lynn Farabaugh.....3-9591
--In the Humanities, Social Sciences, English..3-8721
--In the Art Library.....3-4593
--In the Audio-Visual Library.....3-1753

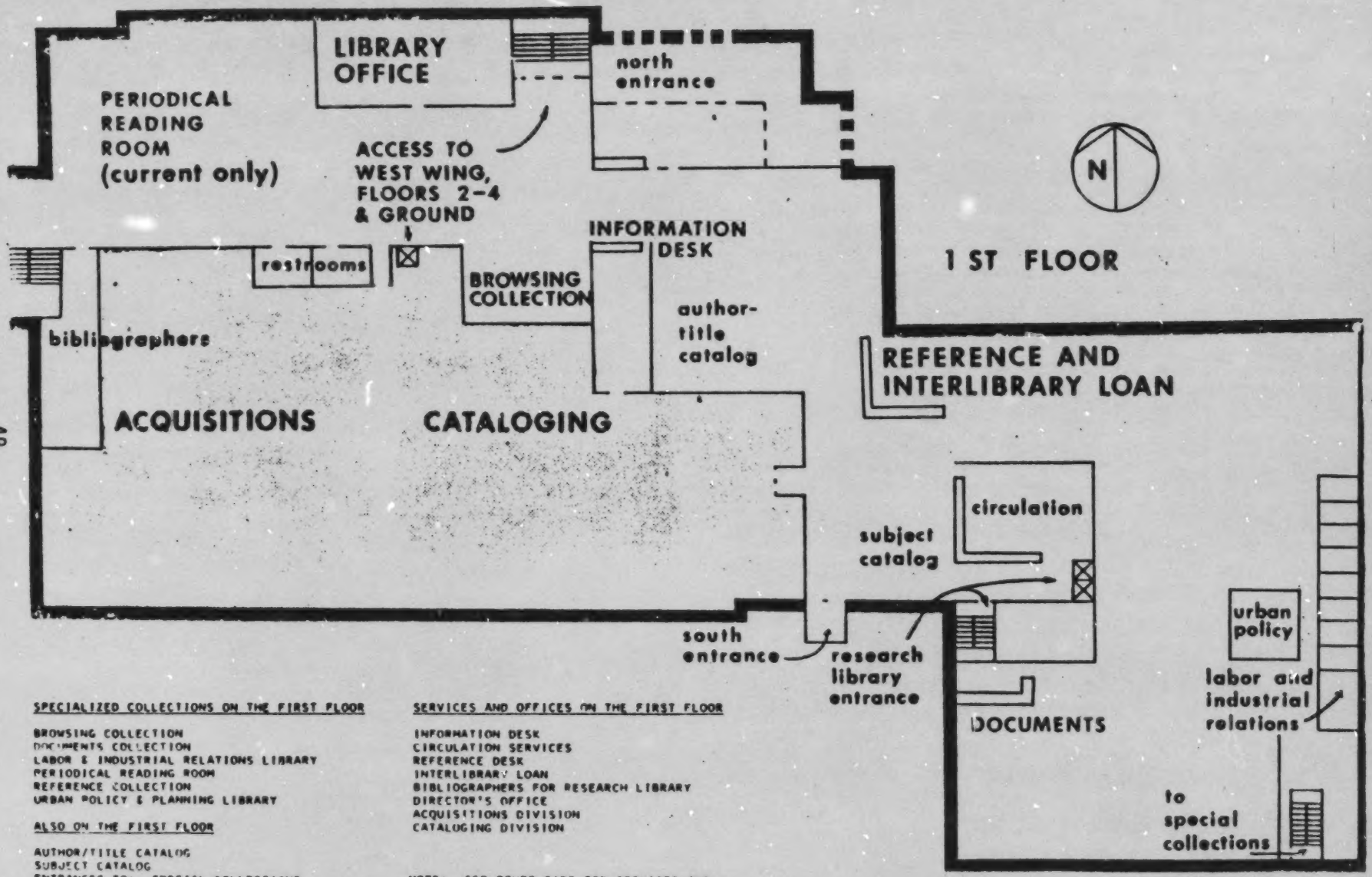
To request a COMPUTERIZED BIBLIOGRAPHIC DATA BASE SEARCH:

--In the Sciences, Technology, or Medicine.....5-2347
--In the Social Sciences, Humanities, or Medicine.....3-8816

Call the CIRCULATION DEPARTMENT at 5-2333 for:

--Information on faculty carrels
--Loan policy information
--Graduate student proxy privileges

MICHIGAN STATE UNIVERSITY LIBRARIES



<u>SPECIALIZED COLLECTIONS ON THE FIRST FLOOR</u>

BROWSING COLLECTION
DOCUMENTS COLLECTION
LABOR & INDUSTRIAL RELATIONS LIBRARY
PERIODICAL READING ROOM
REFERENCE COLLECTION
URBAN POLICY & PLANNING LIBRARY

<u>ALSO ON THE FIRST FLOOR</u>

AUTHOR/TITLE CATALOG
SUBJECT CATALOG
ENTRANCES TO: SPECIAL COLLECTIONS, UNDERGRADUATE LIBRARY, SCIENCE LIBRARY, RESEARCH LIBRARY

<u>SERVICES AND OFFICES ON THE FIRST FLOOR</u>

INFORMATION DESK
CIRCULATION SERVICES
REFERENCE DESK
INTERLIBRARY LOAN
BIBLIOGRAPHERS FOR RESEARCH LIBRARY
DIRECTOR'S OFFICE
ACQUISITIONS DIVISION
CATALOGING DIVISION

<u>NOTE</u>: SEE OTHER SIDE FOR SERVICES AND COLLECTIONS ON OTHER FLOORS

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BEST COPY AVAILABLE

SERVICES AND COLLECTIONS ON OTHER FLOORS

GROUND FLOOR

SCIENCE LIBRARY:
- SCIENCE REFERENCE DESK
- SCIENCE BIBLIOGRAPHERS
- SCIENCE ASSIGNED READING RESERVE
- SCIENCE STACKS (CALL NUMBERS Q, R, S & T

CONTINUING EDUCATION/COMMUNITY DEVELOPMENT/HIGHWAY TRAFFIC SAFETY LIBRARY

MSU ARCHIVES AND HISTORICAL COLLECTIONS

SPECIAL COLLECTIONS (ACCESS FROM S.E. STAIRWELL ONLY)

EAST WING, FLOORS 2, 3 AND 4 - RESEARCH STACKS

LOCATED ON THE THREE UPPER FLOORS OF THE EAST WING, THE RESEARCH STACKS ARE ACCESSIBLE BY STAIRWAY OR ELEVATOR ONLY FROM THE GROUND AND FIRST FLOORS.

WEST WING - FLOOR 2

UNDERGRADUATE LIBRARY
ASSIGNED READING RESERVE
CAREERS COLLECTION
TYPEWRITERS FOR PUBLIC USE

WEST WING - FLOOR 3

UNDERGRADUATE LIBRARY STACKS
INTERNATIONAL LIBRARY
MICROFORMS
ART LIBRARY
MAPS LIBRARY
DISSERTATIONS/THESES

WEST WING - FLOOR 4

AUDIO-VISUAL LIBRARY
VOICE LIBRARY
OFFICE OF PROGRAMS FOR HANDICAPPERS

Robert Manning Strozier Library
Office of the Director

The Florida State University
Tallahassee, Florida 32306

May 15, 1978

MEMORANDUM

TO: All Members of the Faculty

FROM: Charles E. Miller
Director of University Libraries

SUBJECT: Report on Book OCO Allocation for 1977-78

As reported earlier this Fiscal Year, Strozier Library received a 450% increase in Book OCO over that received in Fiscal Year 1976-77. It is a pleasure to report that the special funding resulted in the acquisition of more than 100,000 volumes. More important to note is that, due to the special OPS allocation, additional staff was provided to process these materials and the processing of these new materials is keeping pace with their receipt.

Your participation and cooperation in the selection of these materials has made the use of this special funding most effective. Many materials which had been requested for purchase over the last three years were acquired this year. Many others have gone out of print; however, some back issues and series which were available in microform have also been acquired.

A computer printout has been prepared which lists all of the new materials ordered this year and is available in the Reference Department on the first floor.

Although the recurring nature of serials cautions against large scale increases in subscriptions, approximately 500 new serial subscriptions were begun this year. Titles which were declared by department consensus as being essential were ordered.

In looking forward to next fiscal year, it appears that the special funding will be continued. In anticipation of that we would encourage you to continue to send in requests and recommendations for purchase of library materials.

CEM:pm

QUESTIONNAIRES

SYRACUSE UNIVERSITY LIBRARIES

FACULTY SURVEY 1979

1. With what approximate frequency do you use the resources of the University Libraries? (Please check one.)

( ) daily
( ) three times weekly
( ) weekly
( ) every two weeks
( ) monthly
( ) less than twice a semester

2. List in order of frequency the Libraries you use (1=most frequent, 5=least frequent or never).

( ) Bird Library - General Collections
( ) Bird Library - Special Collections
Science and Technology Libraries
  ( ) Chemistry
  ( ) Engineering and Life Sciences
  ( ) Geology
  ( ) Mathematics
  ( ) Physics
( ) Architectural Reading Room
( ) Law Library
( ) Moon Library - SUNY College of Environmental Science and Forestry
( ) Upstate Medical Center Library - SUNY

3. Would you favor more intensive instruction for students in library use by

( ) having library staff make a classroom presentation
( ) bringing groups of students to the library
( ) establishing a credit course
( ) other (please specify) _____

4. Do you feel obliged to restrict any assignments because of inadequacies in the Libraries?

( ) Yes ( ) No

If yes, where are the inadequacies?

Do you lend material from your private collection to students to help compensate for this?

( ) Yes ( ) No

5. Are you currently engaged in or planning any research which would require you to use resources or services not available at Syracuse University Libraries?

( ) Yes ( ) No

If yes, please explain:

6. Do you use the Five Associated University Libraries or other libraries? Please identify:

( ) Binghamton Libraries - SUNY
( ) Buffalo Libraries - SUNY
( ) Cornell University Libraries
( ) The University of Rochester Library
( ) Other (please specify) _____

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13. How often do you request general reference assistance when in the Libraries (First Floor in Bird; Engineering and Life Sciences Library)?

( ) daily
( ) three times weekly
( ) weekly
( ) every two weeks
( ) monthly
( ) less than twice a semester

Were you satisfied with the reference assistance?

( ) Yes ( ) No

14. Are there any services you would like the Libraries to consider providing in the future?

15. Indicate the level at which you perceive the total library system to be meeting the needs of its users:

( ) Excellent
( ) Better than average
( ) Good
( ) Less than average
( ) Poor

Comments:

16. Do you use the monthly acquisitions print-out of new library materials available in the library or through department chairpersons and/or library representatives?

( ) Yes ( ) No

17. How often do you use the resources of the University Libraries Special Collections? (1=frequently, 2=occasionally, 3=never):

( ) Rare Books
( ) Manuscripts
( ) Archives
( ) Audio Archives

Other Comments:

Your department affiliation would be helpful _____

Name (optional) _____

Please return to the Libraries' Public Services Group, Room 100, E.S. Bird Library by February 15, 1979. Thank you!

BROWN UNIVERSITY LIBRARY
Providence, Rhode Island 02912

The John D. Rockefeller, Jr. Library

December 8, 1977

Dear Faculty Member:

Brown University Library, like other research libraries, is faced by a chronic shortage of library materials funds and soaring inflation rates for research materials. In order to utilize better our limited acquisitions budget, the President has directed the University Librarian to prepare a collection development policy for the Brown University Libraries. A collection development policy is a written statement defining the collecting priorities of the library arranged by subject, including forms of materials, languages and geographical areas, and chronological periods collected or excluded.

We have met with Departmental Library Representatives (DLRs) and received their assistance in drawing up the enclosed questionnaire which we are requesting you to complete and return to your DLR on or before Friday, December 16, 1977. The development of the collection development policy is of the highest importance to every member of the Brown community, but especially to the librarians, students, faculty and administration. Next year's library purchases will be based upon this policy statement. We urge you to assist us in this important endeavor by completing the questionnaire promptly. After you have returned it, some members of the Library Task Force on Collection Development will be meeting with you and your colleagues to solicit additional information, and to answer any questions you may have about the Library's collections, as well as to clarify any points which may be of concern to both you and the Task Force.

For your information we are also enclosing descriptions of collection services which supplement our journal and book collections.

We appreciate your cooperation in completing this questionnaire and look forward to meeting with you.

Sincerely yours,

Charles D. Churchwell — Fred C. Lynden

Fred C. Lynden

Co-chairmen, Library Task Force on Collection Development

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BROWN UNIVERSITY LIBRARY COLLECTION DEVELOPMENT POLICY-FACULTY QUESTIONNAIRE

This questionnaire will be used to prepare the Library's collection development policy. Next year's purchases will be based on this policy.

Date_____

Name_____ Rank & Dept._____

1. Description of Teaching and Research Uses of the Collections:

a. What courses do you teach ? (Please give subject (s) of the course(s); the semester taught; and the level: graduate or undergraduate.)

b. What new courses do you plan to teach? Subject and level?

c. For what purpose(s) do you use (or recommend use of) the Library in connection with your instruction? You may check more than one.

	Undergraduate	Graduate
Course reserve	_____	_____
Course assignments(other than reserve)	_____	_____
Independent study projects	_____	_____
Your own preparation for courses	_____	_____
Other (specify)	_____	_____

d. What types of library material do you utilize? Please asterisk(*) any types of materials that you would use, but do not because they are not currently available at Brown. Rank according to frequency of use (1 high,2=medium,3 low,NA not applicable. Use the back of this page to specify what materials (subject and type)are lacking.

	Undergraduate	Graduate	Faculty Research
1) Books	_____	_____	_____
2) Journals	_____	_____	_____
Current issues	_____	_____	_____
Last five years	_____	_____	_____
Older	_____	_____	_____
3) Special Collections Books	_____	_____	_____
4) Manuscripts	_____	_____	_____
5) Facsimiles of manuscripts	_____	_____	_____
6) Government documents	_____	_____	_____
7) Newspapers	_____	_____	_____
8) Maps	_____	_____	_____
9) Dissertations	_____	_____	_____
10) Microforms (microfilm/microfiche) (Definitions on back of p.2)	_____	_____	_____
11) Audio visual materials	_____	_____	_____
12) Scores (Music)	_____	_____	_____
13) Computer data services	_____	_____	_____
14) Unpublished materials (mimeographed)	_____	_____	_____
15) Other (specify)	_____	_____	_____

2. Level of Library Use. How many hours a month do you use the library in course preparation?_____ In your own research?_____

3. Overall Satisfaction Level:

a. Do you use the Brown University Library first for your research needs? Yes___ No___

b. What percentage of the materials you need are you able to obtain from the Brown University Library?_____

c. When Brown does not own the materials you are looking for, what do you do?

1) Communicate needs to Brown University Library staff. Yes_____ No_____
You may check more than 1 item.

_____ by telephone
_____ by request card
_____ by using interlibrary loan
_____ at the Reference Desk
_____ by request to the Departmental Library Representative (DLR)
_____ by other means (specify)

2) Ask a colleague for a copy of the document or information you are seeking. Yes___ No___

3) Other (Please specify)_____

_____

d. What other libraries do you use (in order of frequency)?

1)_____ 6)_____
2)_____ 7)_____
3)_____ 8)_____
4)_____ 9)_____
5)_____ 10)_____

e. What collections or services do these libraries have which Brown does not?

_____

_____

f. Do you keep a record of titles which the library has not been able to purchase?
Yes____ No_____

4. Assessment of Collections:

a. What do you believe to be the overall level of the collection for up to five areas in which you either teach or do research. Use definitions of collection level which are on the back of page 3.

Subject Area	Collection Level
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

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TYPES OF MICROFORMS

Microfiche. Flat sheet of photographic film, usually 3" x 5" or 4" x 6" in dimension with a multiple number of frames which correspond to the pages of a book. Most fiche are negative and produce positive copies (black lettering on white pape

Microfilm. Mounted on a reel, microfilm is continuous sheet varying in length from 100 to 2,000 feet. Microfilm can be either positive or negative and comes in 16, 35, or 70 millimeter widths (35MM is the most common).

Microcard. A trademark of the Microcard Corporation. These cards are opaque (unlike microfilm or microfiche), 3" x 5". Prints made from microcards are also positive.

Microprint. Positive and opaque, microprints are 6" x 9" and represent 100 pages of a book.

DEFINITIONS OF COLLECTING LEVELS

1. Comprehensive level. A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustiveness.

2. Research level. A collection which includes the major source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field.

3. Study level. A collection which is adequate to support undergraduate or graduate course work, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

4. Basic level. A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

5. Minimal level. A subject area which is out of scope for the library's collections, and in which few selections are made beyond very basic reference tools.

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4. Assessment of Collections (continued):

b. What particular subject areas of the collection do you find especially strong?

_____

c. What particular subject areas do you find especially weak?

_____

d. What types of materials (See 1.d for types of materials) are strongly represented in the collection?

_____

e. What types of materials are weakly represented in the collection?

_____

f. What subject areas and/or types of materials do you feel Brown University Library should emphasize?_____

De-emphasize?_____

5. Potential Cost Reductions in Collection Development:

a. Are you willing to use back sets of journals on microforms? Yes____ No____

Do you prefer microfiche _____ or microfilm_____?

b. Are you willing to use books in microform? Yes____ No____

Do you prefer microfiche _____ or microfilm _____?

c. Are you willing to borrow materials on interlibrary loan? Yes____ No____

d. Are you willing to participate in resource sharing programs with neighboring institutions in Rhode Island? Yes_____ No_____

e. Are you willing to see the library purchase only English language materials for your special areas of interest? Yes_____ No_____

f. What additional sources of funding are you aware of which might support collection development? _____

6. General Concerns:

Are there some general concerns in the area of collection development?

PLEASE RETURN THIS QUESTIONNAIRE TO YOUR DEPARTMENTAL LIBRARY REPRESENTATIVE BY FRIDAY, DECEMBER 16, 1977.

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STROZIER LIBRARY USER PROFILE
Faculty and Administrative and Professional

Florida State University

This questionnaire is being distributed to a sample of randomly selected credit classes. It is designed to find out how you use the library, what problems you have, and how we may improve the services we provide.

Thank you for your cooperation.

PLEASE DO NOT FILL OUT MORE THAN ONE QUESTIONNAIRE. PLEASE MARK ONLY ONE ANSWER TO EACH QUESTION ON THE SEPARATE OPTICAL SCANNING FORM. USE ONLY A SOFT LEAD PENCIL TO MARK YOUR RESPONSES.

1. Which of the following best describes your status?
   A. Faculty B. Administrative and Professional C. Career Service D. Other

2. If you are a member of the faculty, please indicate your rank
   A. Professor B. Associate professor C. Assistant professor D. Instructor E. Other

3. How often do you use Strozier library?
   A. Daily B. Weekly C. Monthly D. Once a quarter E. Less than once a quarter

4. If you answered "E" above, which one of the following contributes the most to your not using the library more often?
   A. Not necessary to my work
   B. Use other libraries
   C. Departmental library adequate for my needs
   D. Library too far from my office
   E. Other

5. People use libraries for many different purposes. What was your main purpose in visiting the library the last time you went?
   A. To work in a quiet place
   B. To check out or return books
   C. To collect information for publication
   D. To use services such as copying, etc.
   E. None of the above

6. If your reason in #5 was "none of the above" was it any of the following?
   A. To prepare for courses I instruct
   B. To collect information for current research
   C. To keep up with current publication in my field
   D. Leisure reading
   E. None of the above

7. Do you encourage use of the library by your students as part of your teaching program?
   A. Frequently B. Occasionally C. Seldom D. Never

8. Have you received formal instruction in the use of the library as part of a college class?
   A. Yes B. No

9. Do you ever include formal instruction in the use of the library as part of a class that you teach?
   A. Frequently B. Occasionally C. Rarely D. Never

10. Do you structure library assignments to avoid heavy dependency on a few books and articles?
    A. Frequently B. Occasionally C. Rarely D. Never

11. Would you be in favor of bibliographical instruction for your students by a capable librarian at a time when it would be most helpful?
    A. Yes B. No

12. Would you be in favor of including a library use unit in all research methodology courses?
    A. Yes B. No

13. Would you be in favor of library instruction in secondary search skills for departmental secretaries?
    A. Yes B. No

14. Do you usually go to the library yourself to get a specific item?
    A. Yes B. No

15. If you do not go to the library, who goes for you?
    A. Staff member with bachelor's degree or higher in your field
    B. Other staff member
    C. Graduate student
    D. Undergraduate student
    E. Other

16. How do you usually discover the books and other materials most important to you?
    A. Colleague's recommendation
    B. Citation in book or article
    C. Abstracts and indexes
    D. Reading current journals
    E. Chance

17. Of the following primary sources, which one is the most important to you?
    A. Dissertations and theses
    B. Papers read at meetings
    C. Journals with research reports
    D. Reprints
    E. Government documents

18. Of the following secondary sources, which one is the most important to you?
    A. Review publications
    B. Abstracts and indexes
    C. Handbooks and manuals
    D. Dictionaries and encyclopedias
    E. Books

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WHEN YOU HAD OCCASION TO USE PERSONAL SERVICES IN THE LIBRARY, HOW FREQUENTLY DID EACH OF THE FOLLOWING OCCUR?

19. Attitude of person approached was positive and helpful
A. Frequently B. Occasionally C. Rarely D. Never

20. Information received was accurate and pertinent
A. Frequently B. Occasionally C. Rarely D. Never

21. Answers to my questions were received in time to be of use
A. Frequently B. Occasionally C. Rarely D. Never

22. I was made to feel that my problem was important and worthwhile
A. Frequently B. Occasionally C. Rarely D. Never

PLEASE INDICATE HOW USEFUL EACH OF THE FOLLOWING SERVICES HAS BEEN TO YOU, OR WHETHER YOU WERE NOT AWARE OF IT

23. Bibliographic "tours" and lectures for classes
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

24. Interlibrary loan
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

25. Catalog assistance
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

26. CRT terminals
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

27. PLATO terminals
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

28. One-hour, one-credit course LIS 1001 (formerly LIS 105) "Library Use in Undergraduate Study"
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

29. "Graduate Orientation" slide/sound program
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

30. Computer search for bibliographies
A. Very useful B. Moderately useful C. Not useful D. Not used E. Didn't know it existed

IN ITEMS 31, 32, or 33 below, PLEASE FIND THE SCHOOL OR COLLEGE IN WHICH YOU HOLD YOUR MAJOR ACADEMIC APPOINTMENT, OR IN WHICH YOU ARE ENROLLED. INDICATE THAT SCHOOL OR COLLEGE BY MARKING THE APPROPRIATE SPACE ON THE SEPARATE OPTICAL SCANNING FORM

31. A. College of Arts and Sciences
B. College of Business
C. College of Communication
D. School of Criminology
E. School of Dance

32. A. College of Education
B. College of Home Economics
C. College of Law
D. School of Library Science
E. School of Music

33. A. School of Nursing
B. College of Social Sciences
C. School of Social Work
D. School of Theater
E. School of Visual Arts

THANK YOU VERY MUCH. WE WOULD WELCOME ANY OTHER COMMENTS OR SUGGESTIONS YOU CARE TO MAKE.
IF YOU WOULD BE WILLING TO TAKE PART IN A PERSONAL INTERVIEW DEALING WITH LIBRARY NEEDS, PLEASE WRITE YOUR NAME, ADDRESS AND TELEPHONE NUMBER ON A SEPARATE PIECE OF PAPER AND RETURN WITH THESE MATERIALS.

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COMMUNICATION ON LIBRARY USE/STUDENTS

April 6, 1979

Charles Ness

Stuart Forth

Re: First meeting of SLAC (Student Library Advisory Committee)

Student Library Advisory Committee (SLAC) met for the first time on Thursday, April 4 at 1:30 p.m. in Room L307. Those in attendance were Michelle Smith (LA) representing the Academic Assembly, Johanna Katchen (LA) representing the Graduate Student Association, Kathryn Marlow (LA), student assistant in the Engineering Library and candidate for MS in Library Science at University of Pittsburgh in 1979/80 and Charles Ness, Chairperson. Joseph Codrick (CD), student assistant in Periodicals Reading Room was unable to attend because of a previous committment.

The committee will meet bi-weekly on Thursday afternoons until the end of Spring Term and resume meeting in the Fall Term. A replacement for Ms. Marlow will be appointed in September; otherwise the committee will remain the same throughout 1979/80 unless GSA and AA appoint other representatives.

I explained that meetings will be informal and that from time to time other members of the Library faculty would be invited to attend. Visits to areas not normally open to regular patrons i.e. Systems, cassette duplicating facility, computeirzed literature searching area, room housing equipment for handicapped, etc. will be included in the agenda if appropriate. SLAC meetings will provide opportunity for exchange of views, sharing of concerns and problem-solving for the improvement of the University Libraries and its users.

I explained some of the financial restraints under which the Library is operating and related these to recent comments received in the suggestion box under such general categories as "environment" and "hours of opening." The committee was asked to cooperate in improving the environment by encouraging students to abide by no-eating and no-smoking rules except in designated areas. This discussion stimulated comments in the following areas of interest:

1. Hours of Opening. Ms. Smith stated that at present this seems to be the main concern of the Academic Assembly. Subject has wider implications in that adequacy of study space throughout the University is a problem. I explained that the Library has urged the University to create more study space by utilizing more facilities on Campus. Ms. Smith stated that efforts would be renewed by Academic Assembly to have University establish a study day between the end of regular classes and beginning of

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examinations; if established this would result in heavy use of the Library on that day. She also commented that the RUB closes too early (11:00 p.m.). I stated that the University Libraries would entertain suggestions for expanded hours but that any implementation will depend on trade-off of other hours of opening and our conviction that such changes will benefit the entire academic community.

2. Circulation System - policies were reviewed and several questions asked but no serious problems were evident. There was a suggestion that queuing at Lending Services desk at closing time needed improvement especially for patrons taking out regular and special loan materials. I conceded that there were problems but that students would have to cooperate by not waiting until the last minute to check out books.

3. Excessive heat - was mentioned as a deterrent to study. Group rejoiced at news of air conditioning installation in Central Pattee.

The first meeting was an occasion for viewing the broad canvas of library service and activities. I indicated to the Committee that I would review with them policy statements of importance to students and discuss at the next meeting the history and the current status of the [illegible]. Eventually I hope to enlist the group's advice [illegible] project if [illegible] but I see no reason to [illegible] for the meeting. On the whole, the initial meeting seemed to go well.

CHH/dlb

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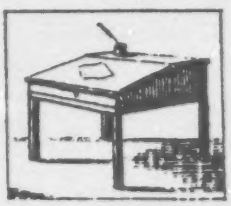
LIBRARY SERVICES for TEACHING ASSISTANTS

CIRCULATION

Teaching Assistants may charge out books at Memorial Library for three months with renewal privileges. Stack periodicals published 10 or more years prior to check-out date may be borrowed for three days without renewal privileges. Overdue books are fined fifty cents per day beginning when the book is two weeks late. Overdue periodicals are fined one dollar a day beginning at date due.

After a book has circulated for two weeks, another person may request that the book be called in; once a book is called in it must be returned within seven days or the borrower is fined one dollar a day until the book is returned.



CARRELS

Closed carrels are available in the stacks for any registered graduate student who has completed at least one year of graduate school. These carrels may be used a total of 18 months before the student receives a Ph.D. degree. It is often necessary to assign two students to share a carrel. A $2.00 deposit for the key is required. Information and application forms are available at the Library Office, Room 360, Memorial Library.

PHOTOCOPYING SERVICE

Memorial Library has eight Xerox machines located in the self-service Xerox Room on the fourth floor, Room 431. The Xerox Room will be moving some time this school year to Room 376A on the third floor. Materials may be brought in for reproduction at five cents per exposure.

The Library also has coin-operated copying machines for patrons' use. These copiers are located in the State Street entrance lobby; at the east end of the South Stacks on levels 1, 1M, and 2M; just inside the North stack entrance from the new elevator lobby on the second floor; and in the Reference Department and Periodical Room.

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the university of wisconsin·madison

INTERLIBRARY LOAN

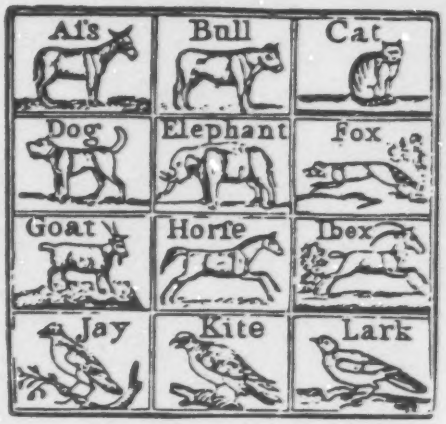
Memorial Library's interlibrary loan policy is to borrow research materials for the use of faculty members, visiting scholars, and graduate students working on theses and research. Request forms are available at the Interlibrary Loan Desk in Room 231 and four requests a week per person can be submitted. All bibliographic information should be supplied. The author, title, date, and pages of periodical articles, when fully given, will save time and facilitate getting the correct item. The completed request card should be returned in person to the Interlibrary Loan Department. You will be notified by postcard when the material is received. Most requests will take between two and three weeks to fill, if no problems arise. Our policy statement should be consulted for more detailed information, or call 262-1193. Interlibrary Loan materials are available at the Reference Desk in Room 262, evenings and weekends, when Interlibrary Loans is closed.

RECOMMENDING BOOKS for PURCHASE

Order forms for recommending books for purchase are available at the Information Desk in Room 224, Memorial Library. Supply all pertinent bibliographic information as requested on the order form. Please print legibly; it helps the Library get the correct material.

Rush Orders: These are available, but are expensive and should be used sparingly. It will still take some time to acquire the books, but we will attempt to speed the request as much as possible.

Notification of Receipt: Indicate on the order form if you want to be notified when the book ordered is available for circulation. Remember to print legibly your full name (including middle initial) and address, since this is the only way we have of notifying you.



RESERVED BOOKS

The Reserve Collection, materials assigned by the faculty for student consultation, is housed in Room 1191 in the College Library in Helen C. White Hall. Reserve books are not listed in the public card catalog. They are listed in special catalogs that are located in the Reserve Book Room in College Library and in the rear of the Public Catalog Room in Memorial Library. Written requests are accepted at any time and are processed in the order in which they are received. A minimum of six weeks is needed for materials that may be purchased. It is library policy not to supply textbooks required for use in courses.

The request should include (a) the most complete bibliographic references possible for the material requested, (b) department and course number, (c) desired loan period (three hours or three days), (d) number of students expected to use the material if one copy will not serve them, (e) semesters during which the material will be used, and (f) signature and Social Security number of requesting faculty member.

Please call 262-3192 or visit the Reserve Office in Room 236, Memorial Library, for assistance.

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Northwestern University

The Undergraduate Forum

A UNIVERSITY LIBRARY NEWSLETTER FOR NORTHWESTERN STUDENTS

Editors: J. Boelke, T. Aiello, S. Marek *Vol. 5, No. 2* *March 1978*

CIRC: ONE DEPARTMENT FOR ALL...

The Circulation Services Department is described in the Library Guide as being "responsible for charge-out procedures, book returns, shelving, renewals, 'saves', overdue fines, and books not found in their appropriate locations." Yet, this statement does not fully describe the work of CIRC -- easily the most visible representative of the Library for almost all students.

Every Northwestern University student will undoubtedly, at one time or another during his or her University career, come into contact with the services that CIRC performs for Library users, because CIRC's influence extends far beyond the Circulation Desk on Level 1.

The activities for which we are best known are charge-outs, book returns, placing saves/recalls, and, unfortunately, collecting fines.

The Basics: Charge-Outs and Returns

Most users think that charging a book out at one of the self-service terminals in the Links only means inserting their plastic ID and the book's IBM card into the terminal and receiving a date-due slip. But what if the machine does not work or is out of paper? This should be reported to CIRC and you will be told what you need to do to complete the charge-out procedure. If, instead of receiving a date-due slip (as is usually the case), something went wrong and you received an UNPROCESSED ERROR slip, this also should be immediately reported in person to CIRC and we will find out why the charge-out did not go through.

You should also come directly to CIRC to have your book charged out if the self-service terminals are out of order or if you have a temporary paper ID.

Should you discover, at the terminal, that the book you want is non-circulating and you don't have time to do your work in the Library right then, CIRC will hold the book for you until you return to pick up where you left off. We will also hold a book for you at the Desk if you discover that you have left your ID in your room and want to make sure that nobody else checks the book out while you have gone to retrieve the ID.

For returning books that aren't recalls or overdues, you may use the book drops located at each counter of the Desk on Level 1. (We will issue a receipt for the returned book upon request.) Or, if you're in a hurry to leave at the end of the quarter or if the Library is closed and your book is almost due, you may put the book in the outside book drop -- located on the Plaza near the Plaza Entrance. That book drop is open 24 hours a day throughout the year and is emptied daily. A word of warning: all items charged out from the Reserve Room must be returned directly to the Reserve Desk and not to any of our other book drops.

Recalls, Renewals and Fines

CIRC has two procedures you are sure to encounter if you are borrowing a high-demand title or a book in a popular field -- SAVES/RECALLS. If you need a particular book and it is charged out, a CIRC assistant can check the computer terminal and tell you when it is due (or you can determine this yourself by using LCUS, the

self-service terminal for circulation information located at the Information Desk). If you wish, we will place a "save" on the book and notify you when it is returned. And we can do more: if you need the book before the due date, we can call it in and you will be notified by mail when it is ready for you.

When you are on the receiving end of a "Book Needed Notice," you should take note of the date when the book is needed and turn it in by then; this date becomes the new "due date" for the book, replacing the date you received when you charged the book out. If you don't heed this new date, you will run afoul of one of our other major activities, the FINES process.

If your book is overdue by more than three days, if it has been recalled and you have missed the date, or if you have lost a book charged out to you, you will receive a bill from us. Our Fines Assistant, or anyone else at the CIRC Desk, will explain the fine to you and accept your payment with cash or check. We collect money only during regular business hours, 8:30 a.m. to 5:00 p.m., Monday through Friday. If you can't make it in in person, we accept payment by check through the mail.

When your book charged out for the four week loan period is reaching its due date and you still need it, we will renew it for you at CIRC (up to three times) if no one else wants it. You can come in with either the book or the date-due slip (NOT the IBM card); we will confirm the renewal for you then. If you can't bring the book or slip in, mail the date due slip to the Circulation Desk. It will be renewed and the slip returned to you. <u>You need never have an overdue book.</u>

For Books Missing or Uncataloged

If the book you need isn't on the shelves in the stacks and it isn't on record as being checked out to another borrower, come to the CIRC Desk, request a "locate", and the CIRC staff will search for the book. Within two days, check back at the Desk for a report on whether it has been found and is being held for you or whether we will have to look for it again.

If the book you want is listed in the main card catalog as "uncataloged," you will be referred to CIRC and we will help you fill out a request form for the book. After the book has been cataloged, you will be notified that the book is being held in CIRC, and you are thus given the first chance to charge it out.

Library Privileges

Another major area of CIRC is the Library Privileges Desk, located north of the public elevators on Level 1. The Library Privileges Assistant can issue you a Visitor's Pass, should you wish to bring a friend into the Library during limited access hours. She will also issue a replacement Library card for a lost student ID upon presentation of either the temporary paper ID or the unpunched plastic ID, both issued through the Registrar's Office. This Desk is open Monday - Friday, 8:30 a.m. - 5 p.m.

Miscellany

We have a few other functions of a more miscellaneous nature. Among them is responsibility for the lockers on Level 1 (near Government Documents) which are available for general use on a first-come, first-served basis. A $5 refundable deposit is required for the key obtained at the CIRC Desk. You should also inquire at CIRC for Lost and Found articles. If your "loss" is not at hand, an assistant will ask you to fill out a "Lost and Found Inquiry" form and an attempt will be made to match it to the articles turned in to us. And we have scissors, staplers, a three-hole punch and a pencil sharpener should you need these items while you are studying in the Library.

Behind-the-Scenes

CIRC has some behind-the-scenes activities which are rarely noticed and usually taken for granted -- the most obvious being the shelving and maintenance of the main circulating collection in the research towers (close to one million volumes in all). In addition to the regular shelving of books, CIRC annually selects about 7,500 volumes for mending and 20,000 books for re-marking with new, easy-to-read labels. Missing pages are also replaced, and last year 5,500 books were rebound because wear had progressed too far for mending.

One of our biggest "behind-the-scenes" projects is the inventory of our circulating collection in Main -- a continuous process. Since moving into the new Library in 1970, one inventory has been completed and we are now halfway through a second.

Some statistics of interest to sum up CIRC: Last year there were 417,034 books shelved; 267,122 books charged out; 8,205 saves held; 2,613 locates searched; 3,486 borrower's cards issued at Library Privileges; and as many as 80,000 charge records held at a time in the CIRC computer file.

CIRC is indeed one Library department for all, because, as you can see, CIRC does reach far beyond our very visible Desk on Level 1!

Gary Bledsoe
Department Secretary

FOCUS ON BOOKS...

THE STUDENT BOOK COLLECTING CONTEST

In October, the Northwestern University Library Council, a friends group of the Library, announced its sponsorship of a student Book Collecting Contest to recognize this particular kind of intellectual pursuit. The response from NU book collectors was excellent, and the numerous entries ranged from collections on Judaica through feminism to science fiction. Along with six to fifteen sample books, each contestant submitted an essay describing the collection and discussing its underlying aims and rationale in light of personal interests and/or career objectives.

During the month of January, the three judges representing the Council (Joy M. Blackburn, Librarian of Washington National Insurance Company; Charles B. Osburn, Assistant University Librarian for Collection Development; and Clarence L. VerSteeg, dean of the Graduate School) perused the entries and on February 10 met together to choose the award winners. The prizewinners were announced and awards presented at the Library Council's February 15th program.

The Prizewinners

Joseph Conwill, a CAS Junior, received the $150 first prize with his comprehensive collection of covered bridge material. J. Y. Mantinband, a Tech Junior, was awarded the $100 second prize for his collection encompassing a cross section of Judaica. The third winner of $50 was a CAS Senior, J. Michael Hull, who collects literature and histories of, by, and about homosexuals.

The judges also awarded two honorable mentions -- one to Frank Hildy, a graduate student in theatre, for his collection of theatre and drama books and one to James Biery, a Senior in the School of Music, for his collection of hymnals and books on hymnology.

The Collections on Display

The highlights of the three award-winning collections -- the sample books along with summaries of the essays -- will be on display on Level 1 of the Library for the month of March. Here members of the Northwestern community will have the opportunity to see for themselves the impressive efforts of our NU student book collectors.

THE FORUM ANNOUNCES...

NEW EQUIPMENT FOR BETTER LIBRARY SERVICE

- SELF-SERVICE INSTRUCTION FOR RESEARCHERS...The latest addition to a familiar setting is the new slide-tape carrel located in the Reference Room. This self-service instructional unit has three programs available to explain the use of several important research tools and resources:

  ...ERIC (Educational Resources Information Center)
  ...General periodical indexes (such as Reader's Guide, Social Science Index, and Humanities Index)
  ...Social Science Citation Index

  To use one of these programs, simply inquire at the Reference Desk. And, of course, the Reference librarians will be happy to answer any questions that you may have after you have had your self-service a-v introduction to the research tools.

- A COMPUTER TERMINAL FOR NULCAIS...The Reference Department has recently acquired another important piece of equipment -- their own NULCAIS computer terminal. NULCAIS (Northwestern University Library Computer Assisted Information Service) provides online literature searches of over sixty national and international data bases, including such diverse indexing and abstracting sources as The New York Times Information Bank, Psychological Abstracts, and Management Contents. (These searches, conducted on a fee basis for current NU students, faculty, and staff, yield computer-generated bibliographies which are generally available within a few days.)

  The new terminal in Reference means increased cost effectiveness and convenience -- it operates three times faster than the terminal formerly used and now all of the manuals and reference tools necessary for the searches are close at hand.

- MICROFORM READER-PRINTERS... Also announcing the arrival of major new equipment is the Newspaper/Microtext Department. The two recently-acquired reader-printers provide hard copy (paper) prints for microfilm and microfiche in a matter of seconds. Features of both include:

  ...A choice of copy sizes (all at 10¢ per copy for microfiche and 10¢ or 15¢ per print for microfilm).

  ...A choice of magnification.

  ...Positive paper copies (black print on white background) from either negative or positive microfilm or microfiche.

  Instruction in using these new additions as well as all of the other microform equipment is available from the staff at the Newspaper/Microtext desk.

THE FORUM ALSO ANNOUNCES...

POETRY READINGS IN THE FORUM ROOM

"NU Poets 78," a series sponsored by the English Department, announces the following poetry readings for the beginning of Spring Quarter:

...Julia Randall
...Donald Torchiana/Elliott Anderson
...Meredith Steinbach/Cyrus Colter

Watch for notices giving specific dates and times for these readings -- all to be held in the Library's Forum Room on Level 2 and open to the public.

(Winter Quarter readings in the series, also held in the Forum Room, were by Djordje Nikolic/Irwin Weil, Dennis Brutus, Paul Breslin/Charles Hartman, and John Jacob/Mary Kinzie.)

QUESTIONS OR COMMENTS?...

Q: I've noticed new signs on all of the Library's self-service copy machines stating that the person using the equipment is liable for any infringement of the U. S. Copyright Law. What does this mean?

A: These signs have appeared as a result of the new Copyright Law which went into effect January 1, 1978. The law makes clear that neither libraries nor library employees are liable for the unsupervised use of copying machines located in the library. However, the person making the copy of copyrighted material is not excused from liability if the copying exceeds "fair use" as provided in the law.

If you have used our Copy Center lately, you have seen more evidence of the new law -- a warning sign is displayed and a notice of copyright is stamped on the first page of each photocopy. Libraries are allowed to make a single copy of one article or a small part of a copyrighted work from the library's collections, provided that the copy becomes the property of the user and that the copy is not to be "used for any purpose other than private study, scholarship or research."

If you want to brief yourself on the new law, you will find copies and additional information available in the Reference Room and also in Government Publications.

Q: What's the difference between the Listening Center and the Listening Facility -- or are they both the same thing?

A: These are definitely two very different Library listening areas. The Music Library's Listening Center is a completely new installation coinciding with the move of the Music Library to the second floor of Deering Library in 1976. Here you will find over 20,000 discs and tapes of predominantly Western classical music as well as a good representation of ethnic music. (Also included in this collection are tapes of all NU concerts performed in Pick-Staiger plus many Northwestern performances pre-dating Pick-Staiger.)

The Listening Facility, located on Level Two (South Tower) of the main Library, contains the Library's collection of non-classical recorded music -- rock, jazz, folk and blues. Equally popular is the Listening Facility's spoken word collection of poetry, drama and prose literature -- everything from Shakespeare's plays to The Canterbury Tales in Middle English to a Denise Levertov poetry reading recorded in the Library's Forum Room.

Of course, the best way to understand the differences in the collections and services is to see for yourself -- and the staff in both the Listening Center and the Listening Facility invite you to visit them soon.

Q: With all of the recent discussion about resources and facilities for the arts at NU, I'm wondering about the use of the Level 2 corridor for displays. Who may exhibit there and what is the policy?

A: We're happy that you remembered us. As you have no doubt seen, the Level 2 corridor does make a good display area for items suitable for hanging. Briefly, the policy states that the exhibits accepted are primarily original works of art (such as paintings and photographs) which are framed or mounted. Qualified sponsors include NU student groups, University departments and organizations and non-Northwestern groups which have appropriate materials.

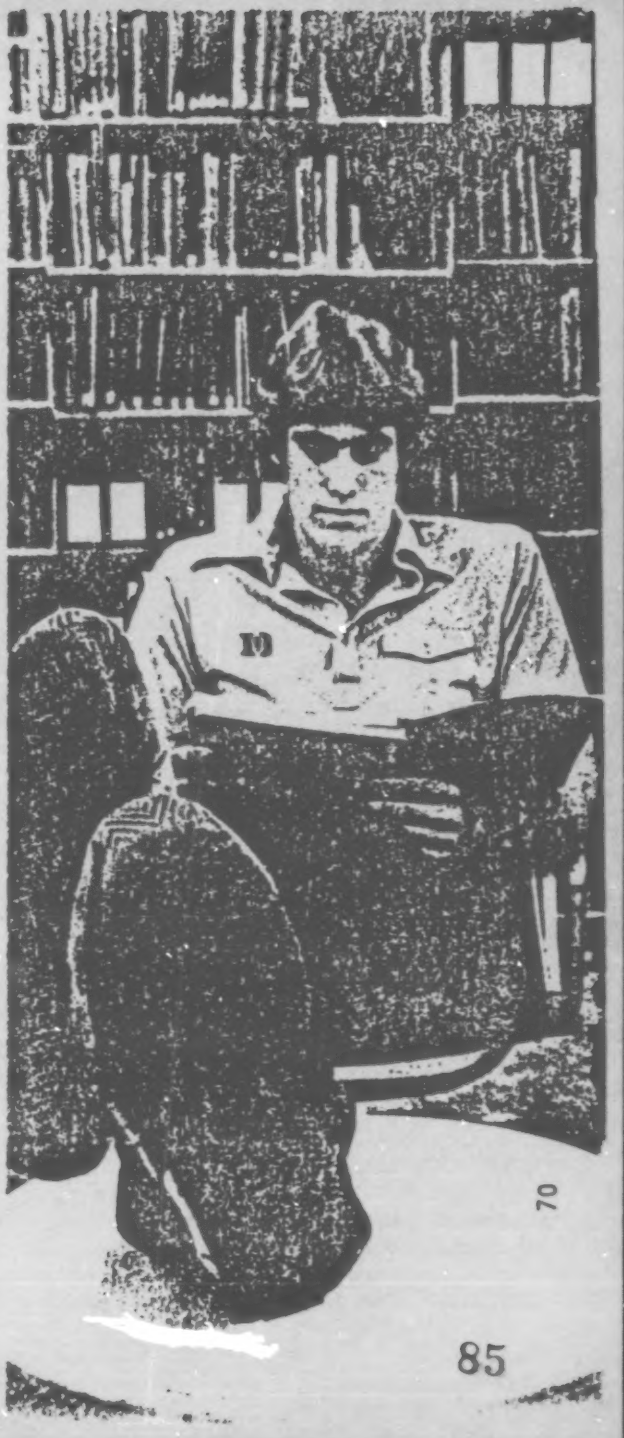
If you have a display that you think qualifies, you should contact Toni Aiello, Assistant Undergraduate Services Librarian, in Core for the detailed policy statement and application form.

I came to Duke because I was impressed with its academic programs and its top-quality basketball program. For me, Duke has lived up to its reputation in both sports and classroom activities. And I think the reason for Duke's excellence is the same for both: the quality of people you find here.

Jim Spanarkel
First Team Academic All American 1978

We don't have to tell you anything about the people whose pictures you see here—you know they are part of Duke University's winning basketball team. But right across the campus from Cameron Indoor Stadium, where so much sports excitement has taken place, is a similar, large stone building. It is the William R. Perkins Library. In a quite different way this building rings with excitement, too. And, like Duke's basketball squad, it is one of the best in the nation. In fact, during 1979 the library is to put its three millionth volume on the shelf. As one of the top academic libraries in the country, Duke now ranks eighteenth in holdings. In the quiet stacks of this library, in the thousands on thousands of books and periodicals, are the towering thoughts that have fueled and fired minds throughout the ages.

BEST COPY AVAILABLE



I wouldn't have been happy at a school that didn't offer me good, solid academics as well as the chance to play basketball. I chose Duke believing I could find both here, and I was right.

Mike Gminski
First Team Academic All American 1978

Perhaps, however, we *can* tell you something about Duke's library that you may not know. We can give you some inkling of what inflation has done to our book budget. Ten years ago, an average book cost $8.77; today it costs $18.03. We envy Coach Foster's gate receipts because, naturally, the use of our books is free. Still, some books wear out, others are lost and, most of all, new titles must be added all the time. Otherwise we cannot keep abreast of the knowledge explosion. As you can see, the cost of operating—and constantly renewing—a great library is staggering. For example, the cost of energy has gone up 158 percent since 1967. In that same period, the cost of books has gone up 168 percent. The cost of library books, of course, affects fewer people than the cost of energy and is less visible. But at universities like Duke the toll has been felt.

BEST COPY AVAILABLE

One of the first things we do when a new player gets here is to show him where the library is and make sure he learns how to use it. Then one of the things we keep on doing as long as he is a Duke student is to make sure he doesn't forget the library and its importance as a key to getting a quality education.

Bill Foster
1978 Coach of the Year
National Association of Basketball Coaches

Connie Dunlap, who is in charge of this largest university library in the Southeast, likes to make a point about the visionary leadership that has given Duke its exceptional library. The University of Pennsylvania and Princeton University have about the same number of students and about the same size libraries as Duke. So? Pennsylvania was founded in 1740 and Princeton in 1746, Duke University, established in 1924, started aggressively building its collection at that time. In about fifty years Duke has done what those other schools took over 200 years to do. But libraries cannot rest on past achievements. And the best way to insure the long-term health of a library is with endowment. At Duke the library is one of many vital functions drawing on an inflation-eroded budget.

Duke University Library Newsletter

n. s. no. 20 April 1978

COPYRIGHT AND YOUR RIGHT TO COPY

Notice: The copyright law of the United States (Title 17, U. S. Code) governs the making of photocopies of any copyrighted material. The person using this equipment is liable for any infringement.

If you have done any photocopying at Perkins Library or its branches since January 1, 1978, you may have noticed new warning signs posted at the machines. These signs are part of the Duke University Libraries' efforts to comply with the new copyright law which went into effect the first of the year. This first major revision of copyright law since 1909 represents a congressional compromise between protection of the creator's right to financial remuneration for use of his work and the public's right to have ready access to information.

What difference will this new law make to the photocopying practices of educators and libraries? In all probability, very little. According to the Council of National Library Associations, "most photocopying done by libraries in the United States is legal under the new copyright law."

For years, libraries and their patrons used the doctrine of "fair use" as

Notice
Warning Concerning Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

a basis for photocopying activities, and the courts recognized "fair use" as a valid justification for unauthorized photocopying. This doctrine of "fair use" is now incorporated into U. S. copyright law for the first time. Section 107 states that "... the fair use of a copyrighted work... for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work."

The definition of "fair use" is still vague; indeed, there are a number of provisions of PL 94-553 which are neither clear nor specific, and educators and librarians will have to wait for the courts to provide clarification. In the meantime, the copyright law's legislative history includes sets of guidelines, worked out by groups representing educational, publishing, and author interests, which attempt to delineate MINIMUM standards of "fair use." Most of the photocopying done by faculty at universities is clearly for "non-profit educational purposes." The guidelines should help teachers who want absolute assurance that their photocopying activities are permissible under "fair use." According to these guidelines,[1] TEACHERS may make:

A. SINGLE COPIES, for research or teaching purposes, of:
   1. a chapter from a book;
   2. an article from a periodical or newspaper;
   3. a short story, short essay, or short poem, whether or not from a collective work;
   4. a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper;

B. MULTIPLE COPIES, for classroom use, of:
   1. a complete poem, if it is less than 250 words and printed on not more than two pages;
   2. an excerpt from a longer poem, if it is less than 250 words;
   3. a complete article, story, or essay, if it is less than 2,500 words;
   4. an excerpt from a prose work, if it is less than 1,000 words or 10% of the work, whichever is less;
   5. one chart, diagram, graph, drawing, cartoon, or picture per book or article.

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[1]Format for the guidelines taken from The Washington University Librarian, 10, No. 1 (September 1977), pp. 5-6.

Any multiple copying done by TEACHERS should be within the following limits: (1) each copy made must include a notice of copyright; (2) the decision to use the work must be so close in time to actual need that requesting permission would be unreasonable; (3) only one copy per pupil in a course is permissible; (4) the material must be copied for only one course in the school; and (5) no more than nine instances of multiple copying are permitted for any one course during the term.

When TEACHERS make multiple copies of copyrighted works, they may not:

1. copy to create, or to replace, or substitute for anthologies, compilations, or collective works;
2. copy "consumable" works such as exercises, workbooks, standardized tests, and answer sheets;
3. copy as a substitute for the purchase of books, periodicals, or publishers' reprints;
4. copy repeatedly the same work from term to term;
5. make multiple copies of a work for classroom use if it has already been copied for another class in the same institution;
6. make multiple copies from works by the same author more than once per class term;
7. make multiple copies from the same collective work or periodical more than three times per term;
8. charge students for copies beyond the actual cost of photocopying.

If the above guidelines seem unduly restrictive, remember that they are only guidelines and not the law itself. The courts may well interpret an act of photocopying which does not fall within the guidelines as an instance of "fair use" under the copyright law.

Questions about the application of the new copyright law to the Duke University Libraries should be addressed to Connie R. Dunlap, University Librarian (Room 220, Perkins Library, phone 684-2034).

COPYRIGHT AND RESERVE ROOM POLICY

According to Robert Wedgeworth, Executive Director of the American Library Association, the issue of a library's liability, when it places on reserve photocopied materials provided by a professor who may not have complied with copyright regulations, "is not clearly covered in the copyright law." But Wedgeworth also warns libraries that the mere possession of illegally copied material might be an infringement of the law.

At Duke, the Reserve Room staff continues to enforce the policy adopted, in 1976, on the advice of the University Counsel. Therefore, the Library will not place multiple photocopies of copyrighted material on reserve.

If the single copy allowed under the policy will not be sufficient for class needs, the faculty member should notify the Undergraduate Librarian

approximately two months before the start of the semester. In some cases, the library has already received blanket permission to photocopy up to six copies of an article, etc. In others, the Library's Acquisitions Department needs time to request permission to copy or time to obtain reprints. Questions about reserve policy should be addressed to Ann Stone, Undergraduate Librarian (phone 684-2326).

THE NEW COPYRIGHT LAW AND INTERLIBRARY LOAN

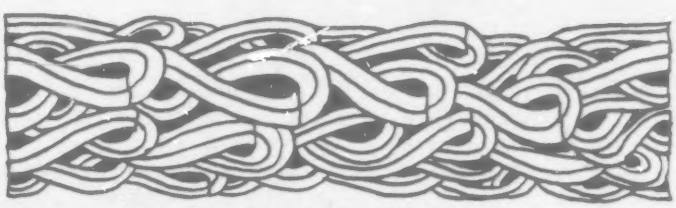
Regarding the Library's interlibrary loan operations and the new copyright law, it appears that the Library may continue to obtain a reasonable number of photocopies for research purposes if detailed records are kept and suggested guidelines followed.

As a sample of the "guidelines," it is suggested that the Library, for purposes of interlibrary loan and internal use, may:

1. make up to six copies in a year from a periodical published within the last five years;
2. make up to six copies in a year of small excerpts from larger works;
3. make single copies of unpublished works for purposes of preservation or security;
4. make single copies of out-of-print works that cannot be obtained at a fair price.

To be able to demonstrate reasonable compliance with the law, the Interlibrary Loan Office must keep records of certain transactions for at least three years. This file will be checked before the Office sends new requests for photocopies to be sure the Library is not exceeding suggested limits. However, if the limit has been reached with respect to a particular title, it is assumed that the researcher would have to make other arrangements. Special permission might or might not involve the payment of a fee.

Hopefully, the Library can maintain a reasonable -- and legal -- balance between the rights of copyright owners and the "fair use" rights of scholars. For further information consult the folder of materials on the subject in the Department of Interlibrary Loan (Room 114, Perkins Library), or Emerson Ford, Interlibrary Loan Librarian (phone 684-2906), or examine the law itself, particularly sections 107 and 108.



NETWORK NOTES

Work continues on the development of the Profile, an important step in the Library's preparation for Duke's participation in the Southeastern Library Network (SOLINET). Essential to the card production operation, the Profile is a description of the elements which make up a printed catalog card as well as a matrix equating the Library's numerous catalog card files and a designation of which cards are filed in each one.

Preparation of the Profile gives the Library the opportunity to look at many of its current procedures and reduce unnecessary duplication or realize a shift in process to a more efficient work flow. The Library's deadline for the finalization of the profile document is currently May 1, when Duke's Profile will be forwarded to the SOLINET offices for review. SOLINET will pass on the information to OCLC to be programmed into the computer which will then automatically produce properly printed cards and arrange them in proper filing sequence for the Duke Library's card catalogs.

The SOLINET training staff visited Duke on March 9. Training for the Library staff will be ongoing, with more concentrated training scheduled for August through October since the terminals will possibly be available in October or November.

OPEN MEETINGS

As part of a continuing effort to keep users informed about and involved in various developments and issues, University Librarian Connie Dunlap has initiated a series of open meetings in the Library. Each meeting is devoted to a particular topic and begins with brief presentations by library staff members. Following these presentations, the floor is opened for questions and comments.

The first meeting, held on March 14, revolved around the fact that Duke has recently joined the Southeastern Library Network (SOLINET), an on-line computerized data base for cataloging library materials. Bill Gosling, Associate University Librarian for Technical Services, provided a general description of how SOLINET works and of what effects this sort of automation will have on the Library. The most significant change for users will be the increased speed with which materials are processed and made available. Larry Kline, Head of the Cataloging Department, went into some of the specifics involved in "going on-line" from the technical services perspective.

The March 21st meeting focused on information services. A panel of librarians -- Mary Canada, Serena Burke, Susan MacDonald, and Florence Blakely -- addressed different aspects of what is probably the central concern of all librarians: how to make sure that library users connect with the information they need. The presentations covered both those services

presently available and those which the Library hopes to develop. Of particular interest to the faculty present at the meeting was the research potential of subject oriented data banks (see page 8 of the Duke University Library Newsletter for February 1978 for more information on what's already available on campus in terms of computerized information retrieval).

Classification of library materials was the topic of the third meeting, held on March 28. At present, the Perkins Library System classifies materials basically according to the Dewey Decimal System, but with many local variations. The question of whether or not it was advisable or even economically feasible to maintain this system came up as part of the general study of cataloging processes undertaken in preparation for SOLINET membership. The majority of SOLINET members use the Library of Congress Classification System. A committee was appointed to make a recommendation to the University Librarian, and Jean Cook, chairperson, reported on this recommendation at the open meeting. Briefly, the Classification Committee believes that the Perkins Library System should continue to use Dewey classification but should discontinue the practice of making local exceptions. Barbara Branson and Jane Vogel spoke more specifically to the technical and public service aspects of the recommendation. A switch to LC classification would create a "split collection" for the patron since complete reclassification would be economically impossible.

As Connie Dunlap pointed out in her introductory remarks to these presentations, and as the discussion which followed them indicated, none of the options for classification is without flaw. However, the Committee's recommendation presents a compromise between the economic and physical limitations of the Library and the needs of Duke library users.

A fourth meeting has been scheduled for April 12, at which time, alternatives for the future of the East Campus Library will be discussed.

Anyone unable to attend these meetings may listen to them on tape. Stop by, or call, the Bibliography Office in Perkins Library (Room 121-A, phone 684-3578). Also, the full text of all the presentations will be published in the Library Link (the monthly house organ).

Serena Burke
Head of the Bibliographic Searching Unit

93

Rittenhouse Orrery

UNIVERSITY OF PENNSYLVANIA LIBRARIES

NEWSLETTER

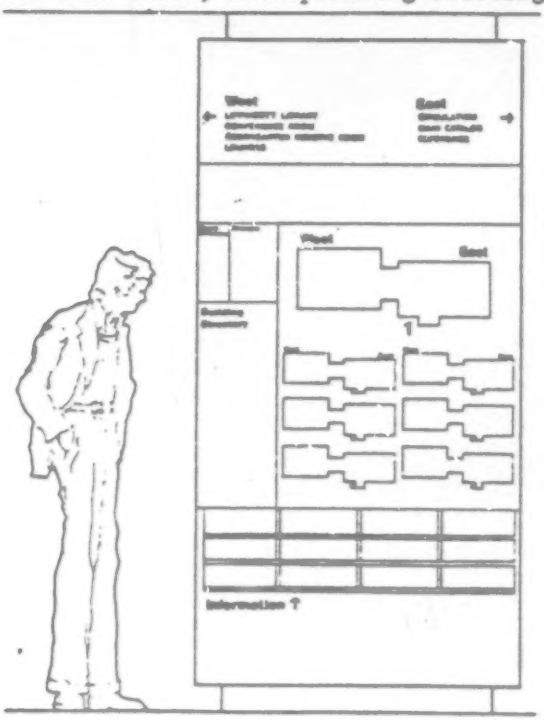
Vol. 6, No. 6 April 4, 1979

SIGN SYSTEM TO BE SHOWN

Work has resumed on the development of a comprehensive sign system for the Van Pelt Library building, with the help of Peter Kohn of the Facilities Development office. On Monday, April 9, staff members will have the opportunity to view and comment on designs and prototypes. These items will be on display in the Woody Seminar Room from 11:45 to 3:00, with presentations given at 12:00 and 1:00.

The proposed system has several objectives: to inform library users about resources available in the building; to direct users to these resources as efficiently as possible; to identify these resources so that they are immediately recognizable; and to present regulatory information, special notices, and similar items in a logical and consistent way. The system is designed to eliminate the visual confusion caused by numerous hand-lettered signs by providing a more effective means of displaying the same information.

Several types of signs will work together to accomplish these objectives. Most prominent will be kiosk/panels in the main lobby and elevator lobbies on each floor, incorporating building maps, directories, notice boards and other information (see illustration). This information will be reinforced at appropriate points by directional, identifying, and regulatory signs.



One of the prime characteristics of the proposed system is its ability to adapt to changes in the building and to incorporate new information. A manual, giving specifications for each sign type, will be used in ordering new items from suppliers to ensure consistency in typography, materials, and general appearance.

All interested staff members are encouraged to attend the meeting on April 9. For those who cannot attend, some of the designs and prototypes will be available at the Van Pelt Reference Desk through April 13.

If you have any questions or comments about the sign system, please call John Kupersmith, x8118.

BEST COPY AVAILABLE

USER SURVEYS

Northwestern University Library
Evanston, Illinois

Northwestern University

SUGGESTION SHEET

Do you have questions or suggestions concerning your use of the Library? We need your suggestions. Please record them below and leave this form at the nearest Library service desk. If you indicate your name and address, a Library staff member will reply or if you prefer to discuss the problem, call the Public Services office, 492-7632, for referral to the appropriate staff member.

If you would like to recommend materials not owned by the University Library for purchase, complete an "order recommendation" form available at Library service desks.

Thank you for your interest in the Library.

Adele W. Combs
Assistant University Librarian
for Public Services

Date _____

Name _____ Address _____

N. U. Affiliation _____

Northwestern University Library
Evanston, Illinois

MAINTENANCE REQUEST

Please record below maintenance problems and their specific locations. Leave this form at any service desk. It will be forwarded to the appropriate maintenance staff. Thank you for reporting this problem.

Date _____

Nature of Problem _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Level _____ Tower _____

Specific Location _____

_____

_____

Carrel or study number if appropriate _____

97

NUL020377

WASHINGTON UNIVERSITY LIBRARIES

LIBRARY ACTION BOX FORM

_____Faculty _____Undergraduate

_____Graduate _____Other

SUGGESTION _____

_____

_____

_____

_____

_____

Name _____ Date _____

Address _____

_____

_____

LIBRARY'S RESPONSE TO YOUR SUGGESTION

Date _____

Dear

#316

(Signature)
Assistant University Librarian

Queen's University

QUEEN'S UNIVERSITY LIBRARIES – Library Use Questionnaire

You can assist in a continuing study of Queen's University Libraries by completing this questionnaire on your use of the Library today. The information obtained will aid in planning future library services for you.

PLEASE COMPLETE A FORM EACH TIME YOU ENTER A LIBRARY TODAY.

Today, my reasons for coming to this library were:

	Check only one answer in each column: Main reason	Secondary reason, if any
find and read, in the library, material for a course	[ ] 01	[ ] 01
find library material for self-improvement	[ ] 02	[ ] 02
read for pleasure	[ ] 03	[ ] 03
borrow library material for later reading	[ ] 04	[ ] 04
do research	[ ] 05	[ ] 05
return material to the Library	[ ] 06	[ ] 06
do homework from my own material	[ ] 07	[ ] 07
social reasons	[ ] 08	[ ] 08
photocopy some material	[ ] 09	[ ] 09
do something else (not mentioned above)	[ ] 10	[ ] 10
	(3–4)	(5–6)

Today, the library materials I used were:

	Check only one answer in each column: Most important	Also used
journals or periodicals	[ ] 01	[ ] 01
books, individual works	[ ] 02	[ ] 02
reserve materials	[ ] 03	[ ] 03
reference works	[ ] 04	[ ] 04
microform material	[ ] 05	[ ] 05
documents	[ ] 06	[ ] 06
archival or special collections material	[ ] 07	[ ] 07
leisure or "light reading" material	[ ] 08	[ ] 08
not in the list above	[ ] 09	[ ] 09
none (I brought my own material)	[ ] 10	[ ] 10
	(7–8)	(9–10)

Today, I spent my time in:

	Check only one answer in each column: Most of the time	Some of the time
Douglas Library:		
Main Reading Room (The "Purple Room")	[ ] 01	[ ] 01
Reserve Room (3rd floor)	[ ] 02	[ ] 02
Special Collections/Archives	[ ] 03	[ ] 03
Periodicals Room	[ ] 04	[ ] 04
Documents Unit	[ ] 05	[ ] 05
Information/Reference	[ ] 06	[ ] 06
Circulation	[ ] 07	[ ] 07
My own assigned carrel in stacks	[ ] 08	[ ] 08
Unoccupied carrel in stacks	[ ] 09	[ ] 09
Other (not mentioned above)	[ ] 10	[ ] 10
Branch Library	[ ] 11	[ ] 11
	(11–12)	(13–14)

Today, my success in finding the information and library materials I needed was:

- Excellent (found everything) [ ] 1
- Good (found most things) [ ] 2
- Fair (found some things) [ ] 3
- Poor (found few things) [ ] 4
- Very poor (found nothing) [ ] 5
- Not applicable [ ] 6

(15)

Today, the service I received from the library staff was:

- Excellent [ ] 1
- Good [ ] 2
- Fair [ ] 3
- Poor [ ] 4
- Very poor [ ] 5
- Not applicable [ ] 6

(16)

Considering all aspects of the Library as I have experienced them, I would judge that this library is:

- Excellent [ ] 1
- Good [ ] 2
- Fair [ ] 3
- Poor [ ] 4
- Very poor [ ] 5

(17)

I visit and make some use of this library:

- at least once daily [ ] 1
- almost daily [ ] 2
- more than once a week [ ] 3
- about once a week [ ] 4
- two or three times a month [ ] 5
- about once a month [ ] 6
- less than once a month [ ] 7

(18)

I am:

A student in:

- Applied Science [ ] 01
- Arts & Science [ ] 02
- Commerce [ ] 03
- Education [ ] 04
- Law [ ] 05
- Medicine [ ] 06
- Nursing [ ] 07
- Physical & Health Ed. [ ] 08
- Rehabilitation Med. [ ] 09
- Graduate Studies [ ] 10

(19 – 20)

Year:

- 1 [ ] 1
- 2 [ ] 2
- 3 [ ] 3
- 4 [ ] 4
- 5 [ ] 5
- 6 [ ] 6

(21)

If in Graduate Studies, please also check:

- Masters [ ] 1
- Ph.D [ ] 2

(22)

A Staff Member:

- Full-time [ ] 1
- Part-time [ ] 2

(24)

- Not with the University [ ] 3

I reside:

In a University residence:

- Main Campus [ ] 1
- West Campus [ ] 2
- Elrond College [ ] 3
- AMS or Co-op housing [ ] 4
- Married students' residence [ ] 5

In private accommodation (e.g., apartment, house, room, etc.) [ ] 6

(23)

Please leave blank			
Time In	Time Out	Total	Comments
			[ ]
		(25–28)	(29)

Please make any further comments you wish about the Library on the reverse of this sheet.

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SYRACUSE UNIVERSITY LIBRARIES

USER SURVEY 1977-78

We need your help. Will you give us a few minutes of your time to fill out this questionnaire? Syracuse University needs accurate data on who uses the libraries and what services they require.

Thank you for your assistance.

USER CATEGORY

Syracuse University

Student

Undergraduate ( )
School _____

Graduate ( )
School _____

Doctoral Candidate ( )
School _____

Environmental Science and Forestry

U-grad ( ) Grad. ( ) D.C. ( )

Other ( )
Please specify _____

Syracuse University

Faculty

Full time . . . . . ( )
Part time . . . . . ( )

Environmental Science and Forestry

Faculty . . . . . ( )

Other ( )
Please specify _____

S.U. Staff . . . . . ( )

MATERIALS USED TODAY

Books (in library)	( )	Slides	( )
Books (checked out)	( )	Microforms	( )
Periodicals	( )	Sound Recordings	( )
Newspapers	( )	Documents	( )
Maps	( )	Other (please specify)	_____

Was your use of materials: a) directly course-related ( )
b) for independent research ( )

SERVICES USED TODAY

Did you ask a staff member for assistance? Yes ( ) No ( )

Where? Reference Desk (1st floor) . . . ( )
Subject Floor (floors 2-6) . . . ( )
Information Desk (1st floor) . . ( )
Periodicals Reading Room . . . . ( )
Reserve Desk . . . . . ( )
Circulation Desk . . . . ( )
Exit Control Desk . . . ( )

For what reason?

location of materials . . . . . ( )
location of services, offices or personnel . . . . ( )
use of card catalog . . . . . ( )
reference question . . . . . ( )
periodical indexes (abstracts & indexes) . . . . . ( )
research guidance . . . . . ( )
other (please specify) _____

Did you use any of the following services?

Interlibrary Loan . . . . . ( )
Documents . . . . . ( )
Card catalog . . . . . ( )
Computer searches . . . . . ( )
Reserve materials . . . . . ( )
Circulation . . . . . ( )
Photocopying: Copy Services Office . . . . . ( ) Self-service machine ( )

WHILE IN THE LIBRARY TODAY DID YOU:

a) attend a class . . . . . ( )
b) attend a meeting . . . . . ( )
c) use your assigned carrel . ( )
d) study personal materials . ( )

If you have additional comments, please use the reverse side. Thank you very much.

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The Iowa State University Library is interested in assessing the services of the Library offered to the academic community. Your cooperation in filling out this questionnaire will help us evaluate and improve our services to you, the users of the Library. Please return the questionnaire in the enclosed envelope.

Thank you for your help.

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Faculty Page

Survey
of
Library Services

1 A. Are you ____ Faculty? ____ Staff?

B. What Department or administrative unit are you in? (please write in)

_____

2 A. How would you rate the Library's collection in meeting your needs? Please check the box that best describes your opinion of each need.

	Excellent	Good	Fair	Poor	No opinion	Not applicable
As a teacher or administrator?						
As a researcher?						
As an extension worker?						
For hobbies, leisure reading, or personal satisfaction?						

B. What suggestions do you have for improvement in the Library's collection?

3. Does the Library undergraduate instruction course, Library 160, prepare your students adequately:

A. To find materials in the Library?

____ yes ____ no ____ don't know

B. To do literature searches for projects and papers?

____ yes ____ no ____ don't know

4. The Library offers a five week non-credit seminar to graduate sutdents and faculty members on the "Effective Use of Library Research Resources."

A. Do you think such a seminar is useful?

____ yes ____ no ____ no opinion

B. Do you encourage your graduate students to attend?

____ yes ____ no ____ no opinion

C. Would you favor extending its length and offering it for credit?

____ yes ____ no ____ no opinion

Graduate Student Page

Survey
of
Library Services

1. What is your major area of study? (Please write in)

_____

2. How would you rate the Library's collection in meeting your needs? Please check the box that best describes your opinion of each need.

	Excellent	Good	Fair	Poor	No opinion	Not applicable
As a student?						
As a teacher?						
As a researcher?						
For hobbies, leisure reading, or personal satisfaction?						

3. What suggestions do you have for improvement in the Library's collection?

4. The Library offers a five week non-credit seminar to graduate students and faculty members on the "Effective Use of Library Research Resources."

   A. Have you ever attended this seminar?

   ____ yes ____ no

   B. Do you think such a seminar is useful?

   ____ yes ____ no ____ no opinion

   C. Would you favor extending its length and offering it for credit?

   ____ yes ____ no ____ no opinion

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Undergraduate Page

Survey
of
Library Services

1. What is your classification?

   ____ Freshman ____ Junior
   ____ Sophomore ____ Senior

2. What is your major area of study? (Please write in)

   _____

3. How would you rate the Library's collection in meeting your needs for:

   A. Class reading assignments?

      ____ excellent ____ fair ____ no opinion
      ____ good ____ poor

   B. Term papers, projects or class presentations?

      ____ excellent ____ fair ____ no opinion
      ____ good ____ poor

4. Have you taken library instruction course (Library 160)?

   ____ yes ____ no

   If yes, has the course helped you to:

	Yes, very much	Yes, somewhat	Perhaps, but not much	No, not at all	No opinion
do assignments?					
do literature searches for projects and papers?					
use the card catalog?					
use the serials catalog?					

5 A. How often do you usually go to the main Library? Check the most appropriate one.

_____ almost daily

_____ more than once a week

____ about once a week

____ two or three times a month

___ about once a quarter

B. How do you get to the library?
Check each box to describe your use of the methods listed below.

	Most of the time	About half the time	Less than half the time	Almost never
By walking from your dorm, office, or home				
By bicycle				
By parking your car in the lot just south of the building				
By parking your car in some other lot and walking to the building				

6. For each item listed below, please indicate how frequently it is your principal reason for visiting the main Library. Check the box that best describes each reason.

	Often	Occasionally	Seldom	Never
To study from your own books				
To attend Library 160				
To use photocopy facilities				
To consult with the Library staff				
To examine the books on the "New-Title Shelf"				
To browse in the Library's collection				
To find material for a paper, speech or research				
To find a specific piece of information (e.g. address, telephone number, title for journal abbreviation)				
To check materials out of the Library				
To return materials to the Library				
To read materials in the Periodical Reading Room				
To use materials on Reserve				
To use materials located in the Microform/Media Center				
To use materials in the Government Publications Department				
To use materials in the Reference Department.				
To use materials in the Special Collections and Archives Dept.				
Other, Please specify				

7. Please check the appropriate boxes to indicate how frequently you use the following library materials.

	Often	Occasionally	Seldom	Never
Books				
Current periodicals				
Bound periodicals				
Current newspapers				
Periodicals on microfilm/microfiche				
Newspapers on microfilm				
Other microfilm, microfiche				
Audio cassettes, videocassettes, or slides				
Maps				
Abstracts and Indexes				

8. When you are looking for material in the Library how frequently do you use the following catalogs? Check the box best describing your use of each catalog or list.

	Often	Occasionally	Seldom	Never
Author/Title Card Catalog				
Subject Card Catalog				
ISU Serials Catalog (The red/blue volumes listing periodicals and magazines)				
Location Card Catalog (Located north of Information Desk containing call numbers of books not shelved in the general or Reference collection)				
Circulation Printout (Computer list of books checked out of the Library)				

9. Please rate your use of information printed on the catalog card. Check the most appropriate box for each item.

	Often	Occasionally	Seldom	Never
Call number				
Author				
Title				
Edition				
Place of publication				
publisher				
Date				
Number of pages				
Indication of illustrations				
Height of book				
Explanatory notes				
Indication of bibliographies				
Subject headings (at bottom of card)				

10 A. How often do you find the materials you are looking for? Check the box which best describes your experience with each.

	Most of the time	About half the time	Less than half the time	Almost never
Listed in card catalog				
Listed in ISU Serials Catalog				
Listed in Location card catalog				
In use in the Library				
Being used by someone				
Not on the shelf				
Checked out of the Library				

10 B. When you do NOT find the materials you are looking for how often do you: Please check the most appropriate box for each place you look.

	Often	Occasionally	Seldom	Never
Check the circulation printout to see if the materials are checked out				
Check the temporary shelving at south end of Circulation Desk				
Look to see if the materials are lying about on the tables or desks in the area				
Check the location card catalog				
Ask for assistance from Library staff				

11. In general, how would you describe the service in the main Library you have received at the locations listed below? Check the box best describing your experience with the service at each location.

	Excellent	Good	Poor	Not used
Circulation Desk				
Government Publications Dept.				
Information Desk				
Interlibrary Loan Desk				
Map Room				
Microform/Media Center				
Periodical/Newspaper Room				
Photoduplication Services				
Reference Desk				
Reserve Desk				
Special Collections Dept.				

12. In general, how would you describe the service you have received in the satellite or branch libraries? Check the box best describing your opinion of the service in each one.

	Excellent	Good	Poor	Not used
Design Reading Room				
Economics/Sociology Reading Room				
Engineering Reading Room				
Mathematics Reading Room				
Physical Sciences Reading Room				
Veterinary Medical Library				

13. With the Library Automated Retrieval Service (LARS), many of the indexes to research literature (Biological Abstracts, Psychological Abstracts, etc.) can be searched by computer to produce a list of references on a research topic. The average cost of the service is $15.00.

A. Have you used this service? ____ yes ____ no

B. Would you use this service if you needed such a list of references?

____ yes ____ no

14. Present funding permits the Library to operate the following hours:

	Fall, Winter, Spring Quarters	Quarter Breaks	Summer Sessions
Sunday	12:30 pm to midnight	1:00 pm to 5:00 pm	1:00 pm to 9:00 pm
Monday-Thursday	7:30 am to midnight	8:00 am to 5:00 pm	7:30 am to 9:00 pm
Friday	7:30 am to 10:00 pm	8:00 am to 5:00 pm	7:30 am to 5:00 pm
Saturday	10:00 am to 10:00 pm	closed	1:00 pm to 5:00 pm

A. Are you satisfied with the present hours?

____ yes ____ no ____ don't know

B. If money became available to increase the number of hours the Library could be open, where would you recommend these hours be added? (Place a 1 in the appropriate box below to indicate where you think additional hours are most needed. If you have a second choice enter 2 in that box: enter a 3 to indicate a third choice if you have one.)

	Evening Hours	Saturday Hours	Sunday Hours
Fall, Winter, Spring Quarters			
Quarter Breaks			
Summer Sessions			

15. Please write any comments you have regarding the Library.

3. The User Survey at MIT. The opinion survey methodology has been used only sporadically by the MIT Libraries. The Task Force found that a general survey of library users or the wider Institute community had not been conducted within the past 15 years. Several library units report currently that collection-related interviews with faculty members and graduate students, and informal polls relating to such services as reserves and microforms are undertaken as the need arises. The tabulated results of some of the more formal surveys are available in written form.[4]

Despite limited experience with this approach to data gathering, and a measure of hesitancy about the receptivity of users to direct questioning, the Task Force felt that theoretically the survey methodology would provide information useful to an evaluation of collection effectiveness from the users' viewpoint. To test this theory we conducted an importance/satisfaction survey.

The original plan to sample the entire Institute community was modified, because of time constraints, to a survey of faculty, researchers, and students entering the library. An unstratified sample of 27% of these users was taken at times selected randomly over a period of seven days. The number polled was divided evenly among the divisional libraries (54 each at Barker, Dewey, and Rotch; 109 at Hayden Circulation, for Humanities and Science). Initially, the Task Force planned to supplement the general questionnaire by in-depth interviews with selected people in specific subject disciplines, but this was not possible to carry out within the time allowed for the study.

Polling the user community was time-consuming. Designing the questionnaire took 10 to 12 hours. The actual polling process took a minimum of 24 hours of staff time. Waiting to administer the questionnaire at scheduled intervals added an unknown but considerable amount of staff time. Writing the computer program to tabulate the data and analyzing the results took 18 to 20 hours. A more detailed explanation of the methodology and a copy of the questionnaire are included in Appendix 3.

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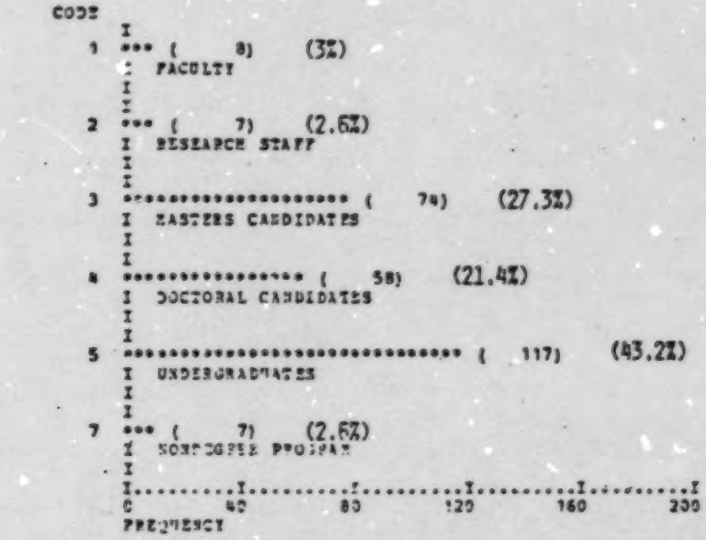
4. Results of the Opinion Survey. The survey took place during the week before the final examination period -- not necessarily a typical time of year for library use. Table 1 gives a breakdown of the academic status of those questioned.

Table 1

STATUS USER STATUS AT MIT *

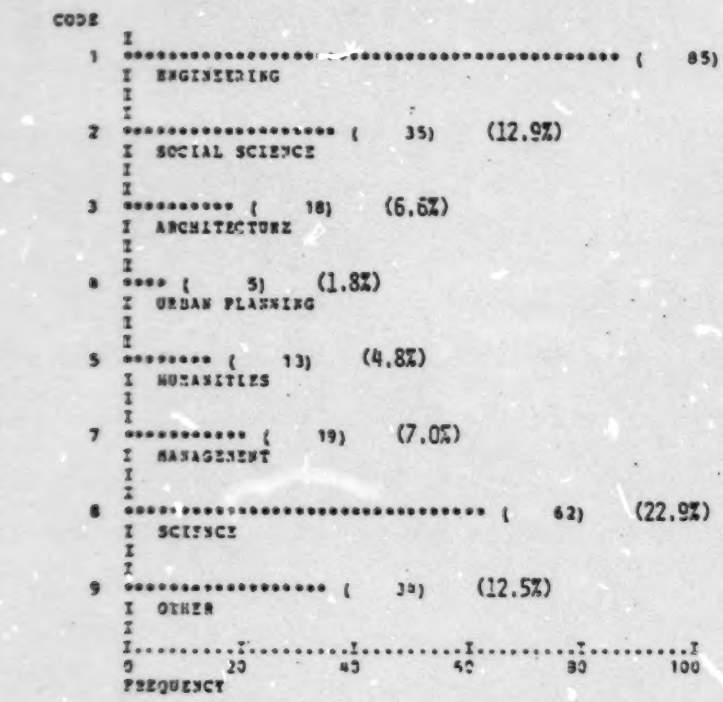


* The distribution in this table identifies the status only of those sampled and should not be interpreted as a characterization of the breakdown by status of the entire user population.

English was identified as the native language of 78.6% of the sample, a proportion which approximates that of the character of the MIT community as a whole. 87.5% of those sampled reported that they visit the MIT Libraries one or more times a week. The major subject interests of those polled are indicated in table 2.

Users were asked to rate the effectiveness of the Libraries' collections in their subject specialties by broad categories. Assuming that the ranks from 3 to 5 express importance or satisfaction, the frequency distributions in tables 3 and 4 indicate that users rate the general characteristics of scope and depth very high, over 80% in each case. Ratings given to the importance and success of materials for reserves, course work, and research

INTEREST SUBJECT INTEREST AT MIT *


CODE
1 ENGINEERING (85) (31.4%)
2 SOCIAL SCIENCE (35) (12.9%)
3 ARCHITECTURE (18) (6.6%)
4 URBAN PLANNING (5) (1.8%)
5 HUMANITIES (13) (4.8%)
7 MANAGEMENT (19) (7.0%)
8 SCIENCE (62) (22.9%)
9 OTHER (34) (12.5%)
0 20 40 60 80 100
FREQUENCY

* The distribution in this table identifies the subject interest only of those sampled and should not be interpreted as a characterization of the breakdown by subject interest of the entire user population.

put the level of satisfaction with all three at a relatively high mark, over 70%. The use of reserves is not so important (56.4%) as the use of the collections for other course-related work (67.5%) or for research (68.9%). (See the paired tables 6 to 11, pages 21 to 23.)

Answers to the questions involving the age of materials were a surprise. 83% said that material over 5 years of age was important (a range of 3-5); 84% were satisfied with the amount of older material in the collections. Since this type of information is potentially significant for storage and weeding decisions, the Task Force suggests that in subsequent surveys, users be asked about the importance to them of materials over 15 or 20 years old, to obtain an expression of need for considerably older materials.

Over 90% of those polled expressed maximum satisfaction or no opinion to questions concerning the amount and quality of foreign language materials

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in the collections. This response suggests that current practices in collecting foreign language materials are at least adequate, and further, that it may be worthwhile to conduct use studies of foreign language serials to determine whether these titles should be considered ahead of duplicate holdings, for example, in cancellation or storage decisions.

The analysis of the survey data produced a number of detailed cross-tabulations similar to the one in table 5, which correlates the status of those whose opinions were polled to the importance of research materials. The data are read as follows: 16 (22.2%) of the masters' candidates, for example, gave an importance ranking of 1 or 2 to research materials; 14 (19.4%) gave a ranking of 3; 42 (58.4%) gave a ranking of 4 or 5. A selection of some significant

Table 5

CROSSTABULATION OF STATUS USER STATUS AT PRT BY PURIMP IMPT OF MATERIAL FOR RESEARCH

STATUS	PURIMP	1 MINIMUM	2	3	4	5 MAXIMUM	6 NO OPINI ON	ROW TOTAL
1 FACULTY	COUNT	2	1	2	0	3	0	8
	ROW PCT	25.0	12.5	25.0	0.0	37.5	0.0	3.2
	COL PCT	5.3	4.2	5.9	0.0	2.8	0.0	
	TOT PCT	0.8	0.4	0.8	0.0	1.2	0.0	
2 RESEARCH STAFF	COUNT	0	0	0	0	7	0	7
	ROW PCT	0.0	0.0	0.0	0.0	100.0	0.0	2.8
	COL PCT	0.0	0.0	0.0	0.0	6.4	0.0	
	TOT PCT	0.0	0.0	0.0	0.0	2.8	0.0	
3 MASTERS CANDIDAT	COUNT	9	7	14	12	30	2	72
	ROW PCT	12.5	9.7	19.4	16.7	41.7	0.0	28.9
	COL PCT	23.7	29.2	41.2	27.3	27.5	0.0	
	TOT PCT	3.6	2.8	5.6	4.8	12.0	0.0	
4 DOCTORAL CANDIDA	COUNT	2	4	4	12	36	0	59
	ROW PCT	3.4	6.9	6.9	20.7	62.1	0.0	23.3
	COL PCT	5.3	16.7	11.8	27.3	33.0	0.0	
	TOT PCT	0.8	1.6	1.6	4.8	14.5	0.0	
5 UNDERGRADUATES	COUNT	25	11	14	16	31	2	97
	ROW PCT	25.8	11.3	14.4	16.5	32.0	0.0	39.0
	COL PCT	65.8	45.8	41.2	36.4	28.4	0.0	
	TOT PCT	10.0	4.4	5.6	6.4	12.4	0.0	
7 NON-DEGREE PROGRA	COUNT	0	1	0	4	2	0	7
	ROW PCT	0.0	14.3	0.0	57.1	28.6	0.0	2.8
	COL PCT	0.0	4.2	0.0	9.1	1.8	0.0	
	TOT PCT	0.0	0.4	0.0	1.6	0.8	0.0	
COLUMN TOTAL		38	24	34	44	109	2	250
		15.3	9.6	13.7	17.7	43.8	0.0	100.0

In each box, the top line is the number of respondents choosing that ranking. The second line is the percent that number is of responses reading across. The third line is the percent that number is of responses reading down. The fourth line is the percent of the total of all responses.

cross-tabulations is included in Appendix 3. The complete printout, available in the Project file, includes all tabulations and information on the statistical significance of each.

The survey method proved especially valuable in illustrating the general level of users' knowledge about library services, in particular interlibrary borrowing and other cooperative arrangements and user participation in the book selection process. The comparative ease of interpreting the responses to this type of awareness/satisfaction question suggests that the survey tool can be used effectively for evaluating specific library services and the success of orientation programs publicizing them.

5. Limitations of the Opinion Survey. The sample size of 271 was chosen to given statistically significant data from the total group of respondents and for the library system as a whole. Smaller numbers of responses from individual library units or from categories of users or subject interests cannot be taken as representative because the sample is too small. For example, the data given in tables 1, 2, and 5, while accurately describing the responses of those whose opinions were polled, are not statistically reliable indicators of the academic status or subject interests of the entire user population of the MIT Libraries -- the sample was not designed for that purpose. Additional limitations derive from the fact that the sample size was not weighted differentially at the various library units where users were polled, although the number and characteristics of users may vary considerably from unit to unit. Finally, because of time constraints, the survey was conducted at an atypical time of the year. Given these limitations, the results nonetheless provide interesting information on users' opinions. Divisional librarians may wish to review not only the survey responses collected in their respective units, but also the replies related to their subject areas which were obtained in the other units.

5. Recommendations for Further Applications. The experience of the Task Force with the opinion survey has given us a positive feeling about the usefulness of this type of methodology. Even the response to the broad type of importance/satisfaction question used in our test can serve to reduce librarians' intuitions about the needs of library patrons. Repeated at fairly regular but not too frequent intervals, the opinion survey can be used both to identify trends over time and to gather information on current issues and operations.

> FOR THE PURPOSE OF OBTAINING DIRECT FEEDBACK FROM LIBRARY USERS ON A CONTINUING BASIS, THE TASK FORCE RECOMMENDS THAT LIBRARY USERS' OPINIONS ON COLLECTION EFFECTIVENESS BE MONITORED PERIODICALLY BY MEANS OF A QUESTIONNAIRE-INTERVIEW CONDUCTED IN THE LIBRARY UNITS. The Task Force proposes that the Assistant Director for Public Services, with the advice and assistance of members of the staff, design and administer the survey. We suggest that a suitable frequency for monitoring changing user opinions is every three to five years.

Many of the same questions should be repeated in subsequent surveys, so that the responses may be compared over time. The questionnaire might be modified in part to include questions about materials older than 15 or 20 years, other libraries used, and the importance/use of certain types of materials (government documents, microforms, etc.) If a larger sample were taken, reliable information could be obtained by user subcategory or subject interest. The questionnaire should be administered at a more representative time of year.

The Task Force recognizes that surveying people entering the Libraries does not provide a complete picture of the potential user community at MIT. Since the Libraries' collections are intended to serve the information needs of the entire academic community, obtaining the opinions of infrequent library users could provide valuable suggestions for extending program, services, and areas of collection development. The public relations advantages of contacts with the wider MIT community should also not be overlooked.

INSTRUCTIONS TO INTERVIEWERS, USER SURVEY

1. The first eligible person entering the library on or after the time specified on the TIME SHEET is the subject to be interviewed. If that person is not eligible (see 2. below), take the next eligible person as your subject for that time slot.

2. ONLY MIT faculty, MIT researchers, and MIT students are defined as "eligible." Some people you approach may not be in these categories; some may have already been surveyed; and some may refuse. Record this information on the Time Sheet in the space provided, and approach the next person, until you find an eligible, willing subject.

3. Explain briefly the purpose of the survey as phrased on the survey form. You may wish to add that there are about 10 questions to be asked, and that the survey will take from 5-7 minutes to complete.

4. Sit down with the subject and go through the survey question by question, starting with question D. The interviewer (not the subject) should mark the subject's responses in the appropriate boxes.

5. While most of the survey questions are straightforward, the following may require some clarification:

   D. Be sure the subject picks only one, and the most specific, category.

   E. If the subject has more than one affiliation, include them all.

   G. If the subject picks the category "Other", first mark "X" in the box. Next to "Other(specify)", ask the subject for the combination of letters which together best describes the main interest. (For example, an interest in Health Sciences Management would be specified by "M,S".)

   L. If the subject does not immediately come up with a list of deficiencies,do not prompt or make suggestions -- give the subject an opportunity to think before moving on to the next question.

   M. If the subject's response is "no need", mark a "5" in the appropriate box.

6. When the survey form is complete, thank the person for participating. (S)he may wish to make further comments; if so, just listen and do not attempt to record the comments on the survey form.

7. The Time Sheet should be handed directly to the staff person scheduled to relieve you, or to the CAP member responsible. Completed survey forms should be given to the CAP member organizing the survey in your location.

Barker: Barbara Holz
Dewey: Jackie Stymfal
Hayden: Sandy Spurlock
Rotch: Margaret DePopolo

THANK YOU FOR YOUR ASSISTANCE